

The Catholic School Journal

A Monthly Magazine of Educational Topics and School Methods

School Calendar

May, 1916

M.	1	Sts. Philip and James, <i>Apostles</i> .
T.	2	St. Athanasius, <i>B. C. D.</i>
W.	3	Finding of the True Cross.
Th.	4	St. Monica, <i>W</i>
F.	5	St. Pius V, <i>P. C.</i>
S.	6	St. John before the Latin Gate.

Second Sunday after Easter

Gospel, St. John x. 11-16: *The Good Shepherd.*

S.	7	St. Stanislaus, <i>B. M.</i>
M.	8	Apparition of St. Michael.
T.	9	St. Gregory Nazianzen, <i>B. C. D.</i>
W.	10	Patronage of St. Joseph.
Th.	11	St. Francis Jerome, <i>C.</i>
F.	12	St. Nereus and Comp., <i>MM.</i>
S.	13	St. Servatius, <i>B.</i>

Third Sunday after Easter

Gospel, St. John xvi. 16-22: *Joy after Sorrow.*

S.	14	St. Boniface, <i>M.</i>
M.	15	St. John Baptist de la Salle, <i>C.</i>
T.	16	St. Ubaldus, <i>B. C.</i>
W.	17	St. Paschal Baylon, <i>C.</i>
Th.	18	St. Venantius, <i>M.</i>
F.	19	St. Peter Celestine, <i>P. C.</i>
S.	20	St. Bernardine of Siena, <i>C.</i>

Fourth Sunday after Easter

Gospel, St. John xxi. 5-14: *Christ Promises the Comforter.*

S.	21	St. Felix of Cantalice, <i>C.</i>
M.	22	St. John Nepomucene, <i>M.</i>
T.	23	St. Julia, <i>V. M.</i>
W.	24	St. Mary of Egypt.
Th.	25	St. Gregory VII, <i>P. C.</i>
F.	26	St. Philip Neri, <i>C.</i>
S.	27	St. Bede, <i>C. D.</i>

Fifth Sunday after Easter

Gospel, St. John xvi. 23-30: *Ask in the Name of Jesus, and it shall be granted.*

S.	28	St. Augustine, <i>Ap. of England.</i>
M.	29	St. Mary Magdalen of Pazzi, <i>V.</i>
T.	30	St. Felix, <i>P. M.</i>
W.	31	St. Angela Merici, <i>V.</i>



Statue of Our Lady with her Divine Son in her arms, amid the ruins of a temple in the war zone.

(See explanatory note on page 66)

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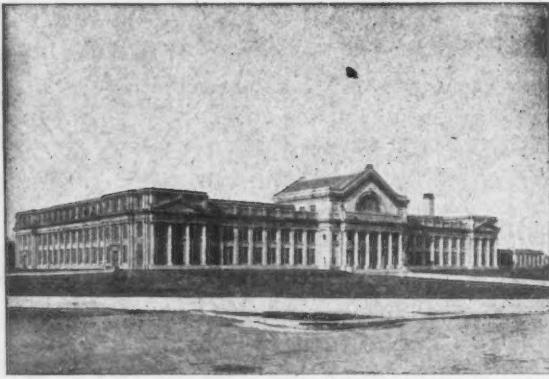
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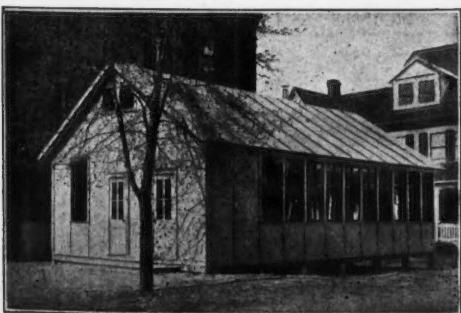
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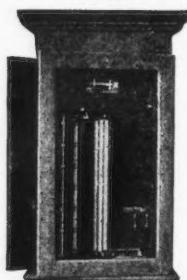
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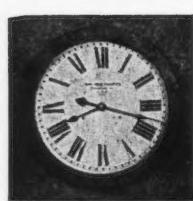
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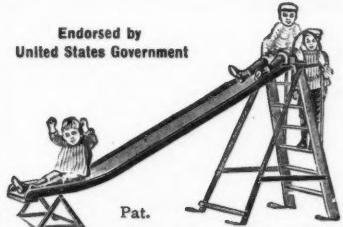


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VOL: SIXTEEN; Number Two

MILWAUKEE, MAY, 1916

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Mary's Month. Not the least important aim of Catholic education is to keep children childlike. To be childlike is not by any means to be childish; in childishness there is neither earthly wisdom nor heavenly virtue, and it is fruitful only in babyish indiscretions on the part of persons big enough to know better and pious inanities on the part of silly infants of all ages. But to be childlike is to be—speaking in a very reverent sense—Godlike. Unless we become as little children we cannot enter into God's kingdom.

Hence the Church, almost from the beginning of her career, has stressed devotion to the Mother of God. We are childlike in the best and truest sense when we are vitally and practically conscious of the motherhood of Mary. We are blissfully childlike when we turn to Mary in our difficulties and our dangers. We are gloriously childlike when we bear our trials bravely for her sweet sake, like knights whose swords are consecrated to her holy service. "**God and Our Lady**" is the device embroidered on the banner of the Christian soldier.

We are better Catholics for honoring Mary. Devotion to the Most Blessed Virgin is something higher and more essential to right religious living than devotion to the saints. In our devotion to the saints we have a large freedom of specific choice; my parons need not be your patrons. But in our devotion to the Mother of God we must be one. That devotion is a mark of true Catholic faith; it has been such throughout the ages. All the saints have been Mary's clients. That devotion has invariably been a mighty consolation of converts to the Catholic faith in all times and all countries. Thus Cardinal Newman, after his entrance into the Church, was distinguished for a sweet and manly dedication of his life to the Immaculate Mother.

Our schools fail in their duty if they fail to foster in our children an intimate realization of the Motherhood of Mary. They belie the object of their institution if they suffer their graduates to go out into the world devoid of some share of the personal attachment to the cause of Mary which characterized St. Bernard, St. Thomas of Aquin and St. Alphonsus Ligouri. They are false to their sacred trust if they neglect to teach that knowledge is vain unless it is sought and secured at the Seat of Wisdom.

Baltimore. It is especially fitting that this year's convention of the Catholic Educational Association will be held in the city of Baltimore. Baltimore is the cradle of Catholic life in this country, and the cradle too of Catholic education. No other city in the United States can boast of finer and more extensive Catholic traditions. Few cities can compare with Baltimore in Catholic educational equipment. The venerable and beloved Cardinal Gibbons has been for decades the leading light of Catholic education in America. Through vexed and troublous years he was the staunch and optimistic supporter of the Catholic University of America, the enthusiastic advocate of higher education for women, the persevering champion of collegiate training for members of the Catholic teaching orders. It is well that this year the Catholic educators of the country are to have an opportunity of paying a grateful tribute of their affection to Cardinal Gibbons and of learning in an intimate way something of the beautiful Catholic spirit of the Maryland metropolis.

Notable Centenary. Last month the Sisters of Notre Dame of Namur observed the centenary of the death of their foundress, the Blessed Julie Billiart. Formed in 1804, her congregation devoted itself to the gratuitous instruction of the poor, and, like all similar foundations, gradually extended its scope until today it embraces prac-

tically every form of Catholic educational work. The holy foundress lived a life in God and for his service that marks her, even from the viewpoint of the world, as one of earth's most valiant women. She was declared Venerable in 1889 and was beatified by Pope Pius X in 1906. The Congregation of Notre Dame has attained an almost phenomenal success in its educational work in this country. The Sisters conduct schools and academies from coast to coast, their most important foundation being Trinity College, Washington, D. C., which may be regarded as the college for women at the Catholic University of America.

An Unworthy Ideal. The Catholic educator must be in the world; but he must not be of the world. The founders of our teaching orders have been especially careful to impress their disciples with the danger of adopting worldly ideals of conduct, worldly standards of success. The brilliant record of our schools is due in no little measure to the fact that our teachers have not contented themselves with mere worldly patterns, have not impregnated themselves with worldly maxims.

Yet, so strong is the current of worldliness in which we live, that we are in danger at times of making mere worldly success loom larger in our work than we care to admit. Now and then, I am sorry to say, I have heard Catholic teachers talk in pretty much the same strain that is adopted by fly-by-night commercial schools; and the gist of it all would seem to be that they pride themselves unduly on their tact and talent for getting their graduates "jobs." "Is our work a success?" they say in substance. "Most assuredly. Why every one of last year's graduates has a position and not one of them is getting less than eighty dollars a month."

Nobody objects to a certain interest manifested by the educator in the practical success of his graduates; but in this day of dollar worship that interest can easily grow beyond its right proportions. No schools, especially no Catholic school, exists in order to develop money makers. We are not engaged in the art of turning out stenographers, bookkeepers, bankers and electricians; our business is so to form the character of the children of today that the men and women of tomorrow may be impregnated with true Catholic principles and with the finest fruits of secular culture.

Single-track minds are found sometimes even in teaching communities, and your single-tracker is prone to go insane over some close-at-hand ideal of worldly success. Our teaching ought to be practical, yes; our graduates ought to know how to earn a living, yes; but if to learn how to earn a living were the sole or the main purpose of education, we might just as well close our schools. Who are we, after all, to teach people to earn a living? What do we know about practical business affairs? Is it not a notorious fact that the expansion of many of our institutions is hampered just because of lack of financial finesse on the part of those in authority? We are not supposed to be business men; and we cannot teach what we do not know.

The wave of enthusiasm for vocational training now passing over the country, together with the vogue of get-rich-quick business "colleges" in all our large cities, has necessarily a psychological effect on the Catholic teacher. The thing is contagious, and the goblin of quick returns will catch us if we don't "watch out." Wise things in this connection have been said from time to time by persons without the fold; it were well for us to heed such admonitions. Every year or so Professor Charles Mills Gayley's "Idols of Education" (Doubleday Page and Company, New York) should be read in community because

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of its good sense, ripe culture and tonic properties. And some of our teachers of commercial subjects might do well to give over their stenotype practice for an evening or even quit playing bookkeeper for a whole day, and make a little meditation on these words from "The Ways of Woman" by Miss Ida M. Tarbell:

"It is not the business of schools and colleges to fit young people to earn a living. They teach us to read that we may know what the world is thinking, feeling, and doing, that we may enlarge our budget of 'information,' correct and refine our ideas. They teach us to write, that we may pass on our thoughts, feelings, and ideas; mathematics, that we may understand the terms in which the world weighs, measures, computes, and handles all the exact sciences. It is to enable us to live with our fellows on more understanding terms that we go to school; that all of this contributes to the problem of earning our living is of course true; but that is not its object."

Another "Gerontius." That Cardinal Newman's poem, "The Dream of Gerontius," is recognized as one of the assured masterpieces of the English language is attested by the surprisingly large number of editions of it which have appeared within the last decade. Sometimes edited for schools, sometimes presented for reading on its own merits apart from introduction and notes, sometimes constituting an edition de luxe, "The Dream of Gerontius," is destined to even wider popularity as the general interest in poetry grows. That interest is growing—witness the number of volumes of verse being sold in book shops and department stores and demanded in our public libraries; and when people grow weary, as in course of time they must, with Spoon River prophets, they are bound to find fresh sustenance in the few really great examples of English poetry.

Schwartz, Kirwin and Fauss, the New York publishers whom hardly anybody ever heard of because they have not yet discovered that it pays to advertise, have recently brought out an edition of "The Dream of Gerontius," edited by the Reverend Julius Glibe, O. F. M. The editor spent several years as Professor of Rhetoric in the Franciscan college at Santa Barbara, California, and his work in the present instance helps to explain why his pupils were so reluctant to resign themselves to his transfer. His study of the meter of Cardinal Newman's poem is more ample and more intelligent than any treatment of the subject we remember to have met with elsewhere; and his commentaries are always interesting and often suggestive.

"Slackers." One of the benefits of the present distressing European conflict is the spread of the word *slackner* from provincial into general use in English. At the present moment its status is probably that of a slang term; but we feel safe in prophesying that it will form a permanent addition to the language. For the word fills a want; we cannot get along well without it. Originally applied in England to men who hung back from enlisting in the army, it is coming to mean men who hang back from performing adequately any legitimate duty. Besides, it is a likable sort of word. It is a short, phonetically suggestive of its signification and in harmony with the Saxon tradition of the English tongue.

Who knows? In a year or two President Butler or Dr. Shields or some other patent, grave and reverend educationalist may be bringing out a book with some such title as "Slackers in Teaching." That there are such, we know. Some are born slackers, some achieve slackness, some have—because of unfortunate environment—slackness thrust upon them. Some slackers have a horror of new textbooks, because the new textbooks will make them recast their petrified methods of presentation. Some slackers protest mightily against the introduction of new subjects for reasons much the same. Some slackers insist that vacation is a time for utter absence of thought rather than change of thought, and accordingly, like Rosalind's lawyers, sleep between term and term and perceive not how time moves. Some slackers enact the role—and often far too successfully—of assassins of optimism, for they find that one way of dodging work is to grunt, *cui bono*. Some slackers—but why go on? They will all be making their annual retreat in a month or so, and doubtless the reverend preacher will have something to say about slackers.

Richard Harding Davis. The sudden death of Richard Harding Davis serves to recall the fact that here was a man who was more than a war correspondent. He did his best work some years ago, but everything he wrote

has a note of distinction. He tried novels, and as novels they did not amount to much; he tried short stories, and achieved no notable success; he wrote from the front during four wars, and his work was necessarily marred by partisan spirit. Nevertheless, Davis had thousands of eager readers and whole-hearted admirers who fell under the spell of his language. For Davis had a feeling for words. Even when he had absolutely nothing to say, he said it exquisitely. In his hand's the English language was a medium for expression—vigorous, pliant, colorful, idiomatic. His "Van Bibber" stories are, like Anthony Hope's "Dolly Dialogues," bits of nothingness beautifully done. It may be a sad commentary on a writer so popular and so prolific, but I feel that his best work was done in a little story of a dog, "The Bar Sinister." The only thing that prevented Davis from reaching a high and permanent place in literature was his seeming lack of something new and deep to say of life. He almost achieved in his story of the beachcomber who did a good turn for his friend, but the story was in some respects conventional and struck too pronounced a note of theatricalism. But if mere manner, apart from matter, could make a writer great, Richard Harding Davis would be among the immortals.

Too Much Laboratory? From time to time in these columns we have protested against the introduction of scientific methods into fields other than science, but it remains for a writer in the London periodical, "Nature," to protest against scientific methods in the teaching of science itself. In the opinion of the writer, there is too much of the laboratory method in laboratory work; that is, many science teachers proceed on the hypothesis that the pupils are training themselves for a life work of research instead of merely seeking to secure some fruits of the intellectual culture and practical efficiency that science, rightly taught, will undoubtedly impart. It is the old story, he says in substance, of not being able to see the forest for the trees. And he adds:

"School science as at present taught, and as defined by examination syllabi, seems to proceed on the assumption that every pupil is to become a skillful experimenter, or an original investigator, in the realms of Nature. Courses of laboratory work designed with this intention may not unfairly be compared with the test-tubing of former times, which aimed at making every boy an analytical chemist.

"The practical work now done is certainly more valuable as a means of scientific training than it used to be, but it may be doubted whether by such exercises science can claim a prominent place in the curriculum. Modern life requires that the elements of scientific method and knowledge should form part of every educational course. School work should not be concerned in training experts in science, any more than specialists in classics, but with imparting the rudiments of a liberal education to all pupils so as to awaken interest which will continue when school days are over.

"That is the standard—abiding interest—by which successful teaching may be judged; and we are disposed to think that the descriptive and qualitative school science of a generation or two ago was better adapted to promote such continued attention than is the quantitative work in the narrow fields mapped out for instruction today.

"In their anxiety to impress pupils with a sense of scientific accuracy and cautious conclusion, advocates of the methods now in vogue have forgotten that it is even more important to present a view of science which shall be human as well as precise. To the general neglect of this aspect of scientific study, which appeals to all, must be ascribed the fact that science has lost much of its former popularity, and has become a task in which only a favored few can hope to excel."

This does not mean, of course, that we are to eliminate our physical and chemical laboratories and return to the textbook of thirty years ago with its alluring woodcuts and pronouncements about "natural philosophy;" but we might profitably learn the danger of working blindly and minutely at a few aspects of a big subject to the relative exclusion of everything else. At least one principle of esthetics every science teacher should take to heart—a principle, by the way, formulated by no unworthy scientist: "A work of art," says Bacon, "must first be understood as a whole."

Great Catholic Writers Your Pupils Should Know

By Brother Leo, F. S. C.,

Professor of English in St. Mary's College, Oakland, Cal.

XVIII CARDINAL NEWMAN.

When we consider Cardinal Newman, we consider the supreme master of English prose. In his best work—and most of what he wrote is his best—we have the finest known examples of terse, clear, vigorous, colorful and artistic idiomatic English. In his almost miraculous facility in manipulating the delicate and flexible instrument of language he is superbly alone. Not to know Newman is not to know English.

Were we approaching the great Cardinal merely in the attitude of students of English, we should find much to learn; young men and young women in our secular universities are approaching him in that spirit every day and learning something of his extraordinary technical skill. But it is our advantage as Catholics to draw closer to the illustrious convert, to study his most representative work from within, to share the point of view that made his mastery of expression possible and his clearness and vigor of thought a part of the man. As Catholics studying a Catholic writer we are able to see that here, as in the case of St. Augustine, Calderon and Dante, the stylist became possible because of the believer. Newman is a master writer because he is a Catholic writer.

The Outer Life. The external facts in the life of John Henry Newman may be briefly outlined. He was born in London in 1801, and he died at Edgbaston, Birmingham, in 1890. His life was the life of the nineteenth century. Almost half his years were spent at Oxford as student, teacher and spiritual guide. He was ordained priest in the Anglican communion in 1825. His first and his last sermon in the Church of England were both, curiously enough on the same text: "Man goeth forth to his work and to his labor until evening"; and the twenty years that intervened between the two sermons were filled with the labors and the strivings and the vexations of a man who, like Dante, was no timid friend to truth. Among his Oxford friends were Hurrell Froude, Keble, Dr. Pusey and that Joseph Blanco White whom as Catholics we remember as an unworthy priest and whom as students we recall as the author of one of the most perfect English sonnets. Newman, after acting as leader in the famous Oxford Movement which brought scores of prominent Englishmen into the Catholic Church, was himself received into the Roman communion in 1845, and was ordained a priest at Rome in the following year. He then returned to his native land, a member of the Oratorian congregation. He was rector of the Catholic University, Dublin, from 1854 to 1858. He was honored with the cardinalate by Pope Leo XIII in 1879.

The Inner Life. A key to the understanding of John Henry Newman's inner life is a perception of his intense religious spirit. To him his own soul and God were ever the unfailing entities. His profound scholarship, his deep, almost uncanny knowledge of the human heart, his breadth and depth of intellectual power, his persuasive influence over the minds and hearts of others, his peerless skill as a writer, were all made possible by his ever constant and ever increasing sense of spiritual values. His entrance into the Catholic Church was, he tells us, like "coming into port after a rough sea. . . . O long sought after, tardily found, desire of the eyes, joy of the heart, the truth after many shadows, the fullness after many foretastes, the home after many storms." Religion was the mainspring of his life, the inspiration of his labors, the source of his greatness. Religion disciplined his mind, chastened his spirit, formed his literary style.

His Poems. Cardinal Newman's "Verses on Various Occasions" is a volume that reveals high poetic gifts largely undeveloped. The contents are uneven in tone, varied in quality; but everywhere there is fire, point and promise. The promise reaches fruition in two poems which clearly inscribe Newman's name on the roll of English poets.

When Newman became cardinal, he chose as his device, "Cor ad cor loquitur." But many years before, while far from the peace that was afterward to be his, while voyaging in the Straits of Bonifacio, he had composed the lines that shall speak from the heart to the heart as long as the English language endures. "Lead Kindly Light" is one of the few supreme lyrics of our literature; its simplicity, its directness, its exquisite finish, above all, its impassioned echo of an eternal human yearning, are the secrets of its immortality.

Newman's other unique contribution to English poetry is "The Dream of Gerontius." Considered in its formal aspects, it is a marvel of metrical variety and taste; regarded in its psychological content, it is a faithful and convincing record of human reactions to thoughts beyond the reaches of the soul; and studied as an interpretation of the life and experience of man, it is a glowing and powerful commentary on what is and what is to be. Here Newman penetrates behind the veil before which his distinguished contemporary, Tennyson, paused with wavering hope of answer or redress; he boldly flings open the door to which Omar Khayyam found no key; one other poet only, the Catholic Dante, has ever carried the human spirit and the human speech so far.

Principal Prose Works. "Loss and Gain" and "Callista" are Cardinal Newman's contribution to prose fiction. They are not great novels, for their author had neither the novelist's equipment nor the novelist's training; yet they possess the stylistic distinction that inheres in everything that came from Newman's pen. Skill in character drawing, delicate though not sustained, is evidenced in "Loss and Gain"; and portions of "Callista," notably the account of the locust invasion, are delightful bits of description. We read both these books, not for their intrinsic worth, but because of the greatness of the man who wrote them.

The sermons and lectures of Cardinal Newman, together with his various essays, make us understand something of his real mastery of the human mind and heart and of the resources of English speech. They include: "Parochial and Plain Sermons," "Sermons to Mixed Congregations," "Lectures on the Present Position of Catholics in England," "Essays Historical and Critical," "Essay on the Development of Christian Doctrine," and "Historical Sketches." His "Idea of a University," comprising nine discourses and a group of occasional lectures and essays, is of especial interest to teachers; it is an inspiring presentation of educational and literary ideals. The "Essay in Aid of a Grammar of Assent" is an original contribution to philosophic thought.

But Cardinal Newman's masterpiece is none of these. His claim to high rank among the writers of England and of the world rests chiefly and essentially on his incursion into the most difficult literary field, that of autobiography. It is by reason of his "Apologia pro Vita Sua" that Cardinal Newman claims comparison with St. Augustine in the writing of a soul story that is at the same time the story of humanity. And here we have to thank that very bigoted minister, Charles Kingsley, for forcing Newman to evolve a masterpiece. Kingsley's name will live forever—not because of that disgusting outpouring of anti-Catholic venom, "Westward Ho"; not because of "The Water Babies" nor even of the truly beautiful "Old, Old Song"; but because Kingsley gets into the biography of Newman somewhat as Pontius Pilate gets into the Apostles' Creed. "It is the privilege of genius," says Brunetière, "to confer immortality even on its enemies."

The Master of Style. Cardinal Newman has drawn, unconsciously but unmistakably, his own literary portrait. He thus defines the great author:

"One whose aim is to give forth what he has within him; and from his very earnestness it happens that whatever be the splendor of his diction, or the harmony of his periods, he has with his the charm of an incomunicable simplicity."

"Whatever be his subject, high or low, he treats it suitably and for its own sake. . . . He writes passionately because he feels keenly; forcibly, because he conceives vividly; he sees too clearly to be vague; he is too serious to be otiose; he can analyze his subject, and therefore he is rich; he embraces it as a whole and in its parts, and therefore he is consistent; he has a firm hold of it, and therefore he is luminous.

"When his imagination wells up, it overflows in ornament; when his heart is touched, it thrills along his verse. He always has the right word for the right idea, and never a word too much.

"He expresses what all feel but cannot say; and his sayings pass into proverbs among his people, and his phrases become household words, idioms of their daily speech."

Here we have a masterly presentation of the essential facts concerning every great writer. Every word is pregnant with significance. He who would learn to write, he who would learn to read and appraise, would do well to meditate long and earnestly on every sentence. Those few dozen words contain the secrets of the writing craft. They can be fittingly compared with only one passage in English literature, the famous speech to the players in "Hamlet" where Shakespeare sets down in a similarly "lucid concision" the essential elements and properties of vocal expression.

Originality. There are two ways of being original: To say something new, to add to the sum total of human knowledge, to invent a tool of thought, to disclose a hitherto unsuspected vista of human life; and secondly, to bring a new realization of an old truth, to restore to its legitimate function an intellectual, emotional or spiritual member that has become a victim of atrophy. The second form of originality Goethe had in mind when he said that originality consists in saying something as quietly as though nobody had ever said it before. The original writer, then, is either an informer or a reminder. Sometimes he is both; and when he is both, and in a large way, we call him a genius.

This being so, Canon Barry but conservatively voices the consensus of competent opinion when he tells us that Cardinal Newman is a genius of the first rank; for Newman made distinctive and absolutely unprecedented contributions to human thought and carried the English language to a degree of perfection never before attained; and Newman brought to his hearers—and continues to bring to his readers—a fresh realization of eternal truths. He made new wine and after an original process; and he put the old wine into new bottles.

Catholicity. Cardinal Newman is a world writer, for as James Anthony Froude was forced to admit, his mind is world-wide. "He was interested in everything that was going on in science, in the highest form of politics, in literature. . . . Nothing was too large for him, nothing too trivial, if it threw light upon the central question—what man really is and what is his destiny."

The reader who approaches the writings of Newman after having formed a hasty opinion that the great cardinal was merely and exclusively a scholarly ascetic, is destined to experience a shock of mild surprise. He will find there more than doctrinal discernment, fervid devotionalism, priestly enthusiasm. He will find, besides the vision of celestial glory, "the indispensable flavor of earth. He will find a delicate, penetrating and illuminating humor which, like all humor truly masculine, approaches at times to the ludicrous. He will find, in the words of a biographer, irony. "A finely tempered, exquisitely employed weapon of controversy, the refinements of the duello transformed to the province of words." He will find a singular energy of thought and a scintillating vivacity of expression, a "Shakespearean force of style," as Canon Barry happily phrases it, which connotes not the remotest suspicion of the clerical drone and drawl. He will find abstruse notions made vital and concrete by means of pertinent and sprightly illustrations. He will find, with Edmund Gosse, that "Newman's best essays display a delicate and flexible treatment of language, without emphasis, without oddity, which hardly arrests the attention at first. . . . but which, in course of time, fascinates, as a thing miraculous in its limpid grace and suavity."

The basis of Newman's world-wide vision is not far to seek. His key-idea, his master passion, was union with

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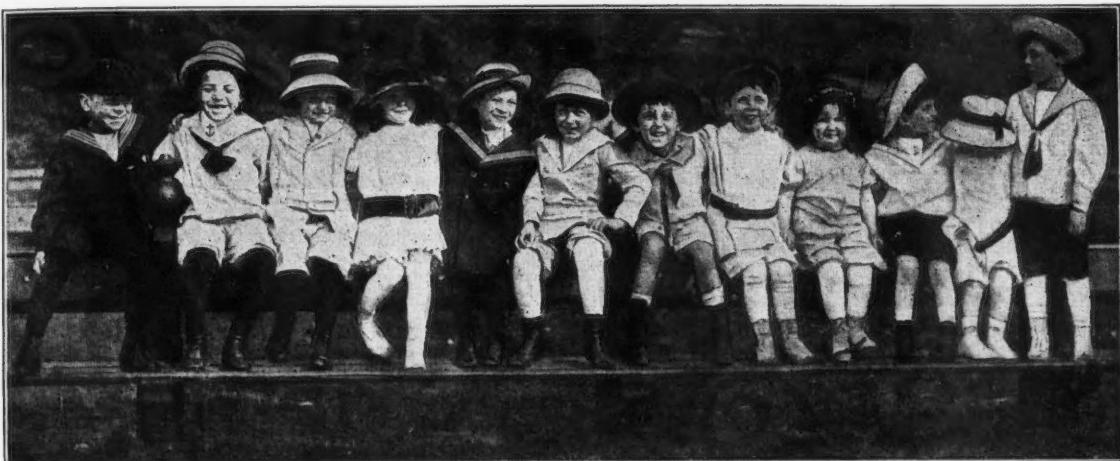
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NEW YORK CITY

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The recent foolish arrest of a small boy for trundling his cart filled with dirt along Riverside Drive caused all New York first to sit up and enjoy the ridiculous situation and then to become aroused over the injustice done the boy. There are some who believe that the children of New York society are not permitted by their parents to enjoy any of the pleasures allowed the sons and daughters of less wealthy men. On any fair weather day the visitor

God, religion. And he saw in God, not only infinite goodness, but infinite beauty, infinite knowledge, infinite truth. And so he saw all things in God. That is why "nothing was too large for him, nothing too trivial." That is why he had scant sympathy with the puritanism that some Catholics, who had no understanding of being catholic, with a small "c," sought to inject into the educational work of the Church. That is why we find an Augustinian ring toward the conclusion of his open letter to the Duke of Norfolk, where he says, "Secondly, for the benefit of some Catholics, I would observe that, while I acknowledge one Pope, *jure divino*, I acknowledge no other, and that I think it a usurpation, too wicked to be comfortably dwelt upon, when individuals use their private judgment, in the discussion of religious questions, not simply 'abundare in suo sensu,' but for the purpose of anathematizing the private judgment of others." And that is why he writes in the "Apologia" that "pagan literature, philosophy, and mythology were but a preparation for the Gospel. The Greek poets and sages were in a sense prophets."

Class Use. Because of his simplicity, his variety and his idiomatic vigor, Cardinal Newman is an unsurpassed model of English. Even in the grades, portions of his essays can and should be utilized. In high school classes representative selections can be studied as units of composition. His essay on literature, his sermon on "The Second Spring," his pen picture of Saul and David, his description of university life at Athens—these and many others are within the range of adolescent students. And, of course, "Lead Kindly Light" and "The Dream of Gerontius" should be as familiarly known in our classes as those vastly inferior poems, "The Psalm of Life" and "Thanatopsis." The fact that our graduates manage to leave our schools with only the vaguest notions concerning the great cardinal and his writings can be explained only on the hypothesis that we Catholics do not sufficiently appreciate our own and that truly a man's enemies are those of his own household. Even "Callista," considered solely as a work of fiction, is of greater worth in a literary way than at least half of the English novels conscientiously "studied" in academic classes.

Bibliography. The collected writings of Cardinal Newman are accessible, and there are numerous school editions of "The Dream of Gerontius" edited by Catholic teachers. Father Garraghan has brought out an excellent students' edition of the essay on Literature. Maynard, Merrill and Company of New York publish a helpful book of "Selections from the Prose Writings of Cardinal Newman" designed for the use of schools, and several of his essays are to be found in general works on English structure and style.

The best life of Newman is his own "Apologia." Mr.

to New York, while strolling along Riverside Drive or through Central Park, will notice a number of children romping and playing along the walks. Unless especially called to one's attention the youngsters appear the same as thousands of other healthy children all over the city and not the heirs to millions of dollars, the sons and daughters of men who are powers in the financial world.

Wilfrid Ward's work is the most recent and most extensive, and is of special value because of the generous excerpts from the cardinal's correspondence. Standard shorter biographies are those by Canon William Barry and Richard Holt Hutton (non-Catholic). The little book by Waller and Barrow in the Westminster Biographies constitutes an admirable introduction. Further bibliographical suggestions can be found in Canon Barry's article on Cardinal Newman in the Catholic Encyclopedia. See also the histories of English literature by Gosse, Saintsbury and Beeching, and A. J. George's "Types of Literary Art."

Dr. Walsh Gets the Medal.

This year Notre Dame University confers the Laetare Medal upon James Joseph Wals, M.D., Ph.D., LL.D.

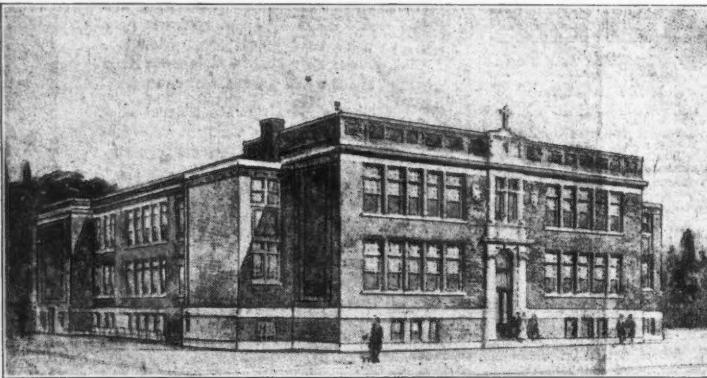
Dr. Walsh's life and labors make him peculiarly worthy of a place in the long roster of Laetare Medalists which includes such names as those of *John Gilmary Shea, historian; *Patrick J. Keeley, architect; *Eliza Allen Starr, art critic; *General John Newton, civil engineer; *Patrick V. Hickey, editor; *Anna Hansen Dorsey, novelist; William J. Onahan, publicist; *Daniel Dougherty, orator; *Henry W. F. Brownson, soldier and scholar; *Patrick Donahue, pioneer publisher; *Augustin Daly, theatrical manager; *William Rosecrans, soldier; Anna T. Sadlier, author; Thomas A. Emmett, physician; Timothy E. Howard, jurist; *John Creighton, philanthropist; W. Bourke Cockran, lawyer; John B. Murphy, surgeon; Charles J. Boneparte, statesman; Richard C. Kerens, philanthropist; Thomas B. Fitzpatrick, philanthropist; Francis J. Quinlan, surgeon; Katherine E. Conway, author and journalist; Edward Douglas White, jurist, and Mary V. Merrick, Social Worker. (*dead.)

Doctor Walsh was born in Archibald, Pennsylvania on April 12, 1865. From St. John's College, Fordham, he received the degree of A. B. in 1884 and A. M. in 1885. He prosecuted his Medical studies at the University of Pennsylvania and did post graduate and original research work at the Universities of Vienna, Paris and Berlin. At various times in a career of unremitting endeavor along many diversified lines, he has been Dean of the Fordham University School of Medicine and Professor of Nervous Diseases and the History of Medicine, Lecturer on Physiological Psychology at Cathedral College, New York.

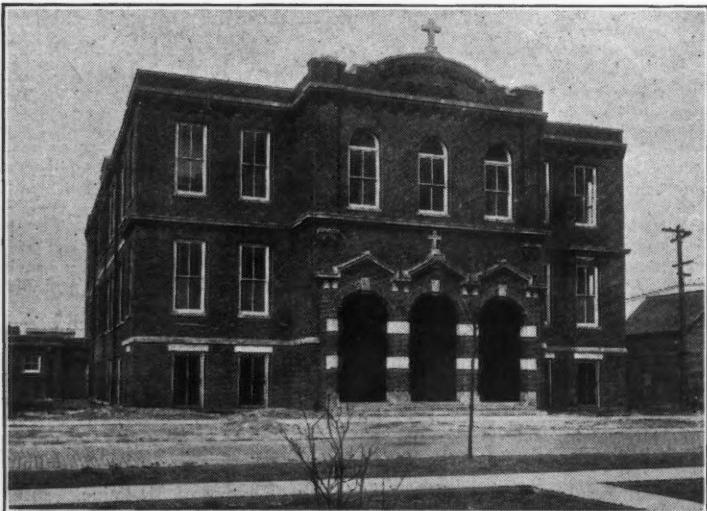
As an author and Litterateur, Doctor Walsh has achieved a reputation at once unique and exalted. Such masterpieces of his as "The Thirteenth, Greatest of Centuries," "The Popes and Science" and "Catholic Churchmen in Science," constitute in themselves abundant testimony to Doctor Walsh's eminent worthiness to receive the University's insignia of approval, in the form of the Laetare Medal.

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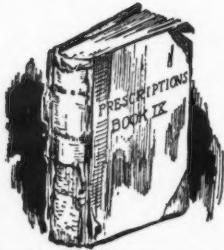
This fine structure is now in the course of erection. The school as planned will be two stories in height and will be thoroughly modern in its equipment. It replaces the old building at Lancaster Avenue east of Media Street.

**COMBINATION CHURCH AND SCHOOL, ST. BERNARDINE'S (CHICAGO, ILL.)**

Dedicated on Sunday, April 30, 1916, St. Bernardine's new church and school is on Elgin avenue near Harrison street and is one of the largest church buildings in Forest Park. Although the building will eventually be used as a twelve-room school, it will serve as a church for the Catholics of Forest Park until the rapidly growing parish calls for a larger building.

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The old prescription book, used at Carleton & Hovey's Drug Store in Lowell, Mass., in 1855, is still carefully preserved. On the page dated June 9, 1855, is written the original prescription for Father John's Medicine. This prescription was compounded for the Rev. Father John O'Brien at the old drug store on that date, and was so successful in treating Father John's ailment, which was a severe cold and throat trouble, that he recommended the medicine to his friends and parishioners. In going to the drug store and calling for the medicine, they always asked for Father John's Medicine, and in this way the medicine got its name and was advertised. Father John's Medicine is a safe family remedy for colds, coughs, throat troubles, and as a tonic and body builder, because it does not contain opium, morphine, chloroform, and any other poisonous drugs, or alcohol, but is all pure, wholesome nourishing.

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Harpers Move After 100 Years.
By Joyce Kilmer.

New York City has many charms, but a wealth of venerable and association-hallowed buildings is not among them. But it has one building which might almost be called a literary cathedral—a building which, since 1853, has housed a great publishing firm, inseparably associated with the most illustrious names in the literature of our fathers' time and our own. The imposing facade, great iron pillars, curious circular staircase and great courtyard of Harper & Brothers have given Franklin Square a picturesque appeal not to be found in those parts of the city which are rebuilt year by year, and almost, it seems, month by month.

And this shrine is to be abandoned. This strange old building, which has given so much glory to American letters, is to bid farewell to the army of editors, artists, printers, and other workers who have been its tenants, some of them for more than a generation. Harper & Brothers are to move uptown, to leave the building which they have occupied for sixty-three years, and the part of the city which they have occupied for sixty-three years, and the part of the city which would have been their home for a century, should they remain until March, 1917.

1916 Official Catholic Directory.

Including the Catholics of the Island possessions of the United States it is found according to the 1916 edition of "The official Catholic Directory," that there are 24,922,062 Catholics under the United States flag. In the United States proper there are 16,564,109; in the Philippines there are 7,285,458. The additional 1,072,495 are in Alaska, the Canal Zone, in Guam, in American Samoa, in the Hawaiian Islands and in Porto Rico. The 1916 directory shows, therefore, that there are almost 25,000,000 of Catholics under the protection of the Stars and Stripes.

The publication also lists 10,058 Catholic churches with resident priests; 5,105 mission churches; 85 seminaries with 6,201 students studying for the priesthood; 112 homes for aged; 210 colleges for boys; 685 academies for girls and 5,588 parochial schools. In these parochial schools there are enrolled 1,497,949 children. "The Official Catholic Directory" furthermore reports 283 orphan asylums with 48,089 orphans.

War Caused Decrease.

In 1914 the Gregorian University in Rome had about 1,400 students; this year the number is only about 400.

SECURES CONTROL OF THE ALPHA SLATE QUARRY AT WIND GAP.

Announcement is made that the Alpha slate quarry, owned by C. N. Miller, of Bangor, and William Bray, of East Bangor, incorporated under the name of the Alpha Slate Company, has been leased to G. D. Shimer, who will incorporate under the name of the Shimer Slate Company.

The new lessee, Mr. Shimer, has been in the slate business for about twenty years and is well known to the trade. He controls the Bangor Slate Company and the Bangor Structural Slate Company, which concerns have been known to the trade for many years. The taking over of the Alpha quarry makes Mr. Shimer one of the prominent producers of slate for all purposes in this region.

Books for Catholic Schools

PAROCHIAL SCHOOLS

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Catholic Educational Convention. (Special Correspondence.)

In response to an invitation from His Eminence, Cardinal Gibbons, the executive board of the Catholic Educational Association has decided to hold this year's convention in Baltimore. Plans are already maturing for the meeting, and all indications so far point to a very satisfactory attendance.

The Cardinal has evinced special interest in the meeting, and has appointed the following committee to look after the local arrangements: Very Rev. E. R. Dyer, S.S., D.D., president of St. Mary's University, chairman; Rev. Richard A. Fleming, S.J., of Loyola College, secretary; Rev. Lawrence A. Brown, superintendent of parish schools, Brothers Pius, F.S.C., and Brother Norbert, Xav. The committee has held several meetings and has the local arrangements well in hand. The general sessions will be held in Calvert hall, and various meetings of the association in other splendid Catholic halls of the city.

As was the case last year, there will be one special subject for discussion in the seminary department. The college department is providing an admirable program, and the much discussed Gary plan will be taken up at the meetings of the parish school department, in addition to other topics of paramount value.

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PROGRESS OF A TEACHER.

Mildred A. Leonard, Mt. St. Agnes College, Md.

"As the teacher, so is the school." Young people, filled with enthusiasm for a noble cause, approach their task without an appreciation of its great opportunities, without a sense of the responsibility involved in the work of a true educator. Failure is the result, because "success follows only on well-rounded ideals prudently elaborated." Mere possession of natural qualities, however essential, is not sufficient; half-trained teachers can never take a stand against those who are completely trained. Give a half-trained surgeon license to practise his art and you have given him license to kill. Dr. Pace, in a recent lecture, compared a teacher to a gardener. You want to employ a gardener. You advertise "Wanted, a gardener." A man comes next day, looking for that position, and you say to him, "What experience have you had?" "What do you know about flowers?" "Well, I don't know anything about flowers; I never paid any special attention to them." "Do you know the difference between a geranium and a chrysanthemum?" "No." "Do you know the difference between the root of the plant and the stem?" "No; I never looked into that." "Do you know the effect of watering a plant, of allowing the sunlight on it?" "No; I never studied that." "You don't know anything about plants, yet you want to be a gardener." "No, I just take the seed and put it in the ground and let it grow any way. The seed is bound to come up, if the soil is good." Now, I leave it to your own judgment, whether you would be anxious to employ that gentleman for a gardener. Shall those principles regarded as elementary in all other arts and crafts be put aside when there is a question of that most delicate art called education?

Although the theoretical part of teaching is essential, the practical part must assert itself in the class-room where thoroughness, diligence and painstaking spirit occur in the course of the day.

The teacher should be fully prepared before entering the class-room, having thoroughly acquainted herself with the subject and having a broad and accurate knowledge of what she is about to teach. She should continue this throughout her teaching career otherwise she will fall into a rut. A well-known educator has said that "Unless a teacher succeed in keeping the intellects of her pupils active, she will labor in vain to educate them. This can only be done by constant stimulus and since no one can give what he does not possess, the teacher must first of all keep her own mind fresh and active." Dr. Arnold said, "I prefer that my pupils shall drink from a running stream rather than a stagnant pool."

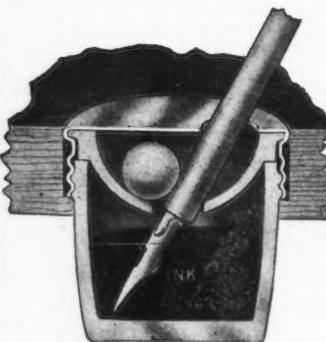
Some of the means by which a teacher may keep alive a professional spirit are—teachers' meetings, pedagogical literature; broad reading; extension courses; supervision.

Teachers' meetings should be instructive and helpful to all concerned giving vitality, inspiration and harmony to the whole teaching force. An occasional lecture on a broad educational topic will serve to keep the teacher in touch with her profession. A teachers' meeting should be conducted so that it will offer something and will not be a bore. A great many are earnest, enthusiastic and eager to improve, and when they find that they can obtain help in their work, they will not object to the time spent in such exercises. The meetings should not be too long, and they should be conducted in a kindly and sympathetic attitude. Difference of opinion will have a tendency to throw light upon the subject discussed. The members should be wide-awake and enthusiastic since the meetings are worth just about as much as each individual teacher is willing to put into them. Therefore if the meetings are dull and uninteresting the individuals are at fault. A teacher who comes to the meeting with her problem, willing to administer help to others, and anxious to procure it for herself, will find these gatherings very beneficial. The best type of a teachers' meeting is centered around the actual teaching of children followed by a discussion of the work done. It is a poor professional spirit which is not strong enough to lead the teacher to accept the criticism of her fellow-teachers when she knows that therein lies the property of growth, thus rendering her more efficient.

2. Pedagogical Literature. It is imperative for a teacher to be conversant and familiar with what is going on in the world, no matter what her previous experience has

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been. A fertile way of accomplishing this is by reading standard educational literature. Aside from the inspiration and help gained from the reading, the teacher by supporting pedagogical papers, encourages the worthy efforts they are making to uplift the cause of education, since the better support they receive, the better they can be made. The teacher that ignores educational journals loses sight of educational affairs, and falls out of line in forward movements and becomes narrow in her ideas and methods.

Broad reading. A teacher may also gain much information by broad reading which furnishes her with various schemes and school information also incidents of everyday life. In this way the old can be interested with the new, making the lesson more interesting.

4. Advantages should be taken of well-organized extension courses. A teacher who is active and recognizes the responsibility of her position and the needs of the present generation will be anxious to drink from a running stream. Study will make her enthusiastic, and enthusiasm will spread to her class.

Supervision. The fundamental purpose of supervision, whether of schools or other activities, is increased efficiency of all who participate in the work. Supervisors are only worthy of their name when they do their best to increase efficiency in those with whom they come in contact. Many of the best teachers might have remained in the less efficient group if it had not been for help and inspiration which was imparted by a wise supervisor. A teacher has the right to ask her supervisor for a conference to discuss her work, and it is a privilege which should not be denied her.

FIRST COMMUNION BANDS.

In some localities, First Communion Bands still include children attending the public schools, and this, notwithstanding the wise ruling of the church that parents send their little ones to Catholic schools for at least the two years preceding the reception of their First Holy Communion.

Of course, the children are not responsible for this mistake of their elders and suffer from it in more ways than one. Pupils attending the Catholic school and living in an atmosphere permeated by religion are well prepared for the reception of this sacrament. Pupils attending the public schools receive only the rather meager instruction possible in the special catechism class organized for their benefit after school or on Sundays.

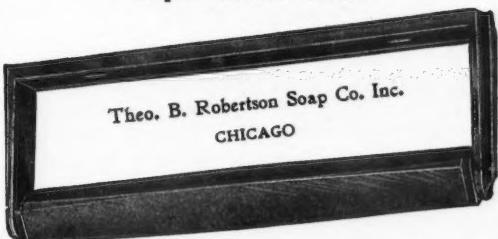
They feel strange, awed and timid in the church environment and kindness to them on the part of pastors and religious teachers will be, like the cup of cold water, given in His name, rewarded a hundred fold. So make these little ones feel at home. Welcome them and include them in all arrangements for the day of First Holy Communion.

See that they differentiate not from the other children in the matter of regulation dress or discipline. Do not allow them to trail down the aisle after the others in any old way. Do not put them off by themselves to one side of the church, like little goats. Be sure that such discrimination will be deeply resented by their parents, their uncles and their aunts.

This however, is not the motive for humanity here. Nor is the fact that these little ones would be given the glad hand as "brands snatched from the burning" in certain quarters, an argument for kindness to them by their natural protectors. The brotherhood of man and the Fatherhood of God should here make its appeal. Christ-likeness in those consecrated to religion should manifest itself after the manner of the good Shepherd. Indeed, zealous priests and sisters will here see a golden opportunity for winning souls to Christ. Often it is only a matter of a little persuasion, a kindly interview in the home and parents are won over to the church and to the cause of Catholic education.

But this is distressing. The point is, do not inflict pain by discriminating against these little ones, on what should be the happiest day of their lives. Rather allow them full measure in all the joys of the day. Include them in the reception into the sodalities for boys and girls. This will hold them and insure the habit of frequent holy communion. And frequent holy communion, that safeguard of innocence, is favored by Christ's Vicar on Earth. It was favored by the Saviour Himself as evidenced by His Words, "Suffer the little ones to come unto Me, and forbid them not, for of such is the Kingdom of Heaven."

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DISCONTINUANCES—If it is desired to close an account it is important to forward balance due to date with request to discontinue. Do not depend upon postmaster to send notice. In the absence of any word to the contrary, we follow the wish of the great majority of our subscribers and continue The Journal at the expiration of the time paid for so that copies may not be lost nor files broken.

CHANGES OF ADDRESS—Subscribers should notify us promptly of change of address, giving both old and new addresses. Postmasters no longer forward magazines without extra prepayment.

CONTRIBUTIONS—As a medium of exchange for educational helps and suggestions The Journal welcomes all articles and reports, the contents of which might be of benefit to Catholic teachers generally.

THE CATHOLIC SCHOOL JOURNAL,
P. O. Box 818.
MILWAUKEE, WIS.

MAY, 1916

DOES YOUR LOCAL LIBRARY GET THE JOURNAL?

An increasing number of new subscriptions for The Journal have been received from Public Libraries, indicating a growing interest among these patrons. As is generally known, application made to the librarian requesting the keeping on file of any publication, results in an order being sent to the publishers to enter the subscription. Would it not be a good idea for some of The Journal's subscribers to make a request of this nature at their local public library? It means an additional subscription to the paper, strengthening its list and at the same time, perpetuating the volume of the publication in that particular vicinity. These libraries have ample facilities for advantageously preserving the files for future reference.

The Catholic heart feels that a month passed in honoring the Blessed Virgin cannot but be a time of rich blessings, and that the month above all others most appropriate to this purpose, is the month of May. It is the season of the year when nature is most smiling, the time of flowers, and of sweet odors, the time when it is easiest to decorate our sanctuaries. The month most filled with joy, overflowing with hopes, is the month chosen for the honor of the Mother of all Hope—for reverencing her who is "Causa Nostrae Latitiae." — "Cause of our joy!"

Colored Bird's-Eye Resource Map of The United States.

The announcement published in the April issue offering the schools an opportunity to purchase the colored bird's-eye resource map of the United States at a low rate for quantity, brought orders for nearly five thousand copies. In a great many instances,

The Catholic School Journal

stances, only a few were ordered so as to see how advantageous they were for the classes and we are now just receiving the follow-up order on these inquiries. Doubtless, the volume of copies disposed of at the attractive price will be surprisingly large. The publishers now have facilities for promptly handling all orders with dispatch.

Vocations.

"What better work," at the present time can any of us do than foster vocations to Brotherhoods and Sisterhoods whose special Mission is teaching?" These words of Bishop Spalding rare suggestive now, and as applicable to present-day conditions as when he uttered them. In fact the need increases year by year.

Great "Catholic Week."

About 150 presidents and secretaries of Catholic societies in the archdiocese of New York, representing a membership of over 150,000 persons, met recently in the Cathedral College, 462 Madison avenue, Manhattan, to discuss plans for the fifteenth annual convention of the American Federation of Catholic Societies to be held in New York City August 20-23.

Our Cover Picture.

It has been many times remarked by Protestant—even more than by Catholic—soldiers and journalists that, even in those French and Belgian churches which have suffered most grievously from artillery fire, great crucifixes and statues of the Sacred Heart and Our Lady have remained not damaged amidst all the devastation surrounding them. We have an illustration of this on the cover of the magazine this month.

It shows all that remains of a once beautiful church in France, where almost the only thing left to remind the beholder that what is now a heap of ruins was once a magnificent temple of the Living God is this statue of Our Lady with her Divine Son in her arms just after His removal from the cross. There, as a correspondent puts it, "in the ruined temple she continues to weep over the mutilated body of Him who said to men: 'Love ye one another!'" And everywhere around her are the evidences of man's "love" for man.



The Cloister and The World.

Not Very Modernistic.

The secular press gave prominence lately to a report that Pope Benedict XV was developing modernistic tendencies, and it was bolstered up to the statement that he actually favors having the Gospel of the Sunday read in the vernacular to the assembled faithful. Catholics who have been listening to such a vernacular rendering of the Gospel on all the Sundays of their lives smiled at the journalistic comments; and possibly the journalists themselves will admit that they stultified themselves when they learn that, about nine centuries ago, King Aelfric ruled that "the Mass-priest shall on Sundays and Mass-days tell the people the sense of the Gospel in English."

Survey of Methods.

The Rev. Ralph Hunt, San Francisco, diocesan superintendent of schools, has gone to Washington, D. C., where he will consult with the professors of the Catholic University in regard to establishing a summer school there for the Catholic teachers of the parochial schools. He will also spend some time in making a survey of the educational methods in vogue in the Eastern diocese in order that San Francisco schools may be second to none in the United States.



Public Speaking. Far better than the ordinary work on the subject is Esenwein and Carnagey's "The Art of Public Speaking" (Home Correspondence School, Springfield, Mass.) It has less cant and more inspiration than any other treatise I remember. The teacher who desires to learn what to teach and how to teach it in the matter of vocal expression will not find everything in this book; but he will find so much that his teaching is almost certain to produce results. Among other things, he will learn that a class may be started in elocution without throat and soul harrowing exercises in alleged preliminaries—Brother Leo, F.S.C., Professor of English in St. Mary's College, Oakland, Cal.

Choral Music In Our Parochial Schools.

FREDERICK W. GOODRICH.

by

Organist and Director of St. Mary's Cathedral and the Church of the Madeleine, Portland, Oregon. Editor of "The Oregon Catholic Hymnal," etc.

"Special efforts are to be made that the faithful may again take a more active part in the ecclesiastical offices, as was the case in ancient times." The late Supreme Pontiff Pius X, looking out on the great Church committed to his care, saw on every side that the people were debarred from full participation in the worship of that Church. Congregations had become mere listeners to the music and the choir loft was supreme. In the words of the late Holy Father, a "very grave abuse" had arisen when "the liturgy was made to appear secondary to and in a manner at the service of the music, for the music is merely part of the liturgy and its humble handmaid." To remedy this condition Pope Pius, on the Feast of St. Cecilia, 1903, issued with "the fulness of his Apostolic Authority," his Motu Proprio on Church Music, to which "the force of law" was given, and its "scrupulous observance" imposed on all. Twelve years have passed, much has been done to carry out the ideals of the great Pontiff, much more remains to be done, and all thoughtful men agree that the hope of the future lies in our parochial schools. The great majority of our adult worshippers have listened for so long a time to the vagaries of choirs and the extravagances of organists that there is little, if any, hope for reform through them. An abuse when allowed to exist for a length of time hardens into a custom, so that finally the very principle itself becomes obscured in our minds. This is what has taken place in regard to sacred music. Every Catholic realizes that the church is the House of Prayer and applies this principle at Low Mass or during his private devotions; but at High Mass or Vespers he will have become so accustomed to the prevalent abuses as to no longer apply to true principle. He is inclined to go to these services expecting to be entertained, at least to a large extent, and instead of praying he listens, turning his attention from the altar to the choir. Yet in reality High Mass, far from being an occasion for entertainment, is of greater solemnity than Low Mass, and its failure to be so regarded comes as we have said, from the application of a false principle, and from a complete misunderstanding of the true function of Sacred Music. For should we once suppose music to be provided as a diversion or—as urged by many good and zealous persons—an attraction to outsiders and lukewarm Catholics, the logical and inevitable conclusion would be that such music must be of a nature to suit the popular taste. But the argument is constructed on a false and pernicious principle which in its application leads not only to disregard of the will of the Church, but throws open the door of the sanctuary to trivialities if not to downright profanation." These are the words of His Grace the Archbishop of New Orleans. Are they true? Is there any need for reform? Do these abuses exist yet in our midst? It has been evident to thoughtful Catholics for years that some change in Church music was vitally needed, and it will be the purpose of this article to suggest ways in which the parochial schools may be the homes of the necessary reforms.

SIGHT SINGING.

A great and helpful step in aid of Church Music will be taken when sight singing is taught in every parish school. Undoubtedly the best system is the movable Doh. If this system is recognized it can just as well be taught from the Gregorian four line staff as from the modern five lines. In teaching the first intervals of the scale such as Do-So, Do-Mi, Do-Re-Mi, Do-Re, or Do, Ti, Do, examples could be given on the blackboard in plain chant notation of simple melodies that keep within these intervals, such as Gloria Patri VI Tone for Do-Re-Mi, or "Inviolata" (Solesmes version) for Do-Re-Mi-Fa-So. The Introit from the Requiem Mass also goes over the same ground. Then as the new sounds of the scale are added such as Fa-La-Ti, other plain-chant melodies could be used as examples such as the "Regina Coeli" and the "Salve Regina." When the pupils have become thoroughly accustomed to the varying positions of the Doh, the change of clef may be taught. The plain chant of the Asperges makes a good example for this step. Then we come to the more difficult art, for art it

(Continued on Page 85.)

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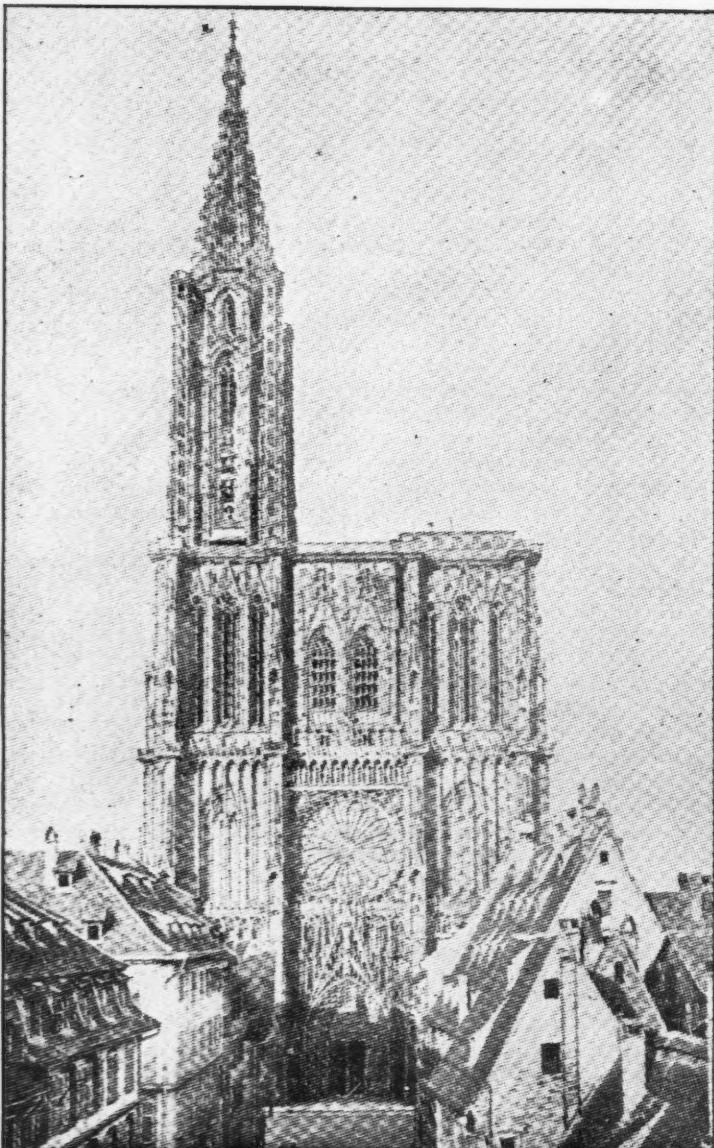
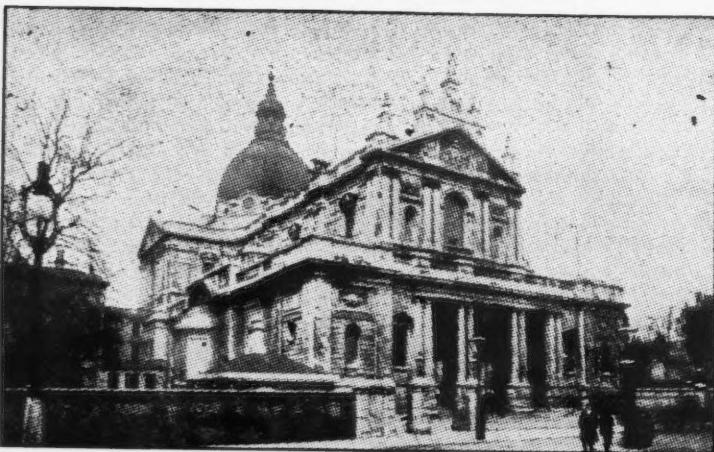
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CATHEDRAL OF STRASBURG, GERMANY.

This great basilica was originally founded by King Clovis in 504, but the present building was begun in the year 1176, mainly on the foundations of the old church, which had been destroyed by fire, and after many interruptions, was completed in 1499.

The nave is a masterpiece of pure Gothic, while the exquisite facade, with its delicate traceries in stone and superb rose window, over forty feet in diameter, is an artistic achievement, inspiring universal admiration.

Some one has written that "the interior is an eternal twilight of gorgeous color, from rare old fourteenth century windows of wondrous richness." The cathedral differs from that of other German churches in possessing greater width in proportion to its height and surpasses them in harmonious effect.

Of the two western towers, one has not been completed, while the other, finished in 1399, rises 495 feet above the pavement—14 feet higher than the original top of the Pyramid of Cheops.

The most remarkable object of interest inside the cathedral is the world-famous clock. The hours are struck by a figure of Death, while a boy, a young man and an old man, represent the quarters. The quarters are struck by an angel, and a genius reverses the hour-glass. In an upper recess is a figure of our Saviour, and at twelve o'clock the Twelve Apostles issue from a side door and pass with bowed heads before Christ; then a figure of a rooster flaps its wings and crows.

The Archbishop, during the tenth and eleventh centuries, was the Primate of all Germany and perpetual Papal Legate; and in 1278 the Emperor Rudolph of Hapsburg, raised him to the dignity of Prince of the Empire, making him the civil as well as the ecclesiastical ruler of Strasburg.

NEW ACTIVITIES MAKE BETTER SCHOOLS AND INCREASE ATTENDANCE

In the northeast corner of the state of Wisconsin is Marinette County, with a population, mostly rural, of about 40,000. There are about 175 teachers employed in the schools of the county. Mrs. Gertrude Schwittay is county superintendent. They are doing things in the rural schools of that corner of the state in accordance with twentieth century educational ideas. Marinette is

work, are the new activities that have given rural education a new birth in Marinette County, as they have in other schools in many other localities in the United States where such activities have been properly introduced.

In Marinette County these new activities are made to take a very practical turn.



This shows the manual training class of Pembine school, Marinette county, at work. Note the complete work benches, grindstone and other equipment. The boys keep the school building in splendid repair at all times, and make many useful articles after only three months of training.

not the only county in Wisconsin doing the sort of work we shall mention, for all over the state there are schools following similar programs.

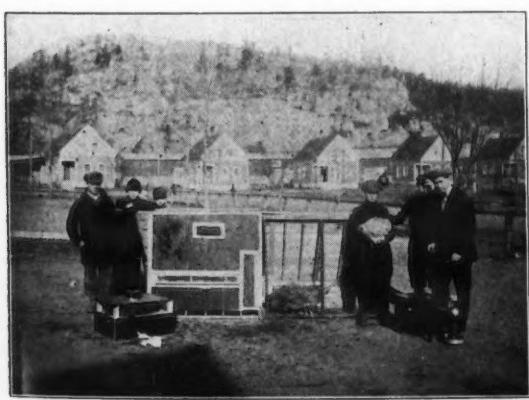
School life in the Marinette County schools has been closely linked up with the real work-a-day life of the county, by the introduction of Marinette county life activities in school work as a means of education. These new activities have greatly increased the interest of pupils in school, and have increased the school attendance generally. This change in the activities of the



The Pembine school, Marinette county, owns a sewing machine, and the domestic science department as a whole is very nicely equipped. The boys of the school built and finished the wall separating the domestic science and manual training rooms.

In domestic science work, pupils in sewing, under the direction of the teacher, do mending and sewing for the mothers in the district as a part of their instruction and training. A number of schools own sewing machines, and the pupils are taught to operate them and do much work with them. Some of the sewing work for families of the community is done in the schoolroom, and some of it under the supervision of the teacher is done in the homes of the girls.

For sewing work done for families of the neighborhood, the folks furnish the material. It is not unusual for a girl of twelve or fourteen years of age to be able



These manual training boys in Marinette county built hen coops and incubators and bought some hatching eggs. The school now has a brood of about seventy chickens. Feeding and egg laying records are kept as a part of the study of chicken culture. These boys can tell you how to feed to raise a pot bird, and how to feed to raise a laying bird.

pupils and the change in the attitude of pupils towards school work have interested the citizens of the various communities in making the school plant better adapted to the new education.

Domestic science, including sewing and cooking, elementary agriculture, manual training, and social center



Interior of Walsh school, Marinette county, showing victrola and organ. The victrola is useful not only for entertainment, but for teaching folk dancing, basic facts relating to harmony, for simple exercises done to measured time, in connection with social center work and for many other purposes.

to cut out and make all the simpler garments of her wardrobe. The sewing machine, wherever it has been introduced as an appliance in this branch of school work, has been found a source of great interest. The machine has great educational possibilities for school sewing classes. Who shall dare say that learning to properly operate and care for a sewing machine does not have as much educational value as the solution of problems in complex fractions and compound interest or the analysis

of sentences. The skilful operation of the machine calls for an alertness, a mental certitude and precision in execution that make for growth and efficiency.

In the work of cooking, attention is given especially to the preparation of school lunches. It has been found that a warm noonday lunch encourages and increases attendance, furnishes a means for teaching practical domestic science, and affords the teacher an opportunity to exercise a strong influence upon the pupils and to train them in correct table manners. On the occasion of social center meetings the pupils often furnish lunches for the parents. This affords an opportunity to give instruction in arrangement of the tables and the serving of the meals. The classes are given instruction in the selection and preparation of food and in the canning of vegetables and fruits in a manner that correlates with elementary agriculture and especially gardening.

A plan to furnish hot noonday lunches as a part of the domestic science work is in general as follows: Each day a number of girls are appointed to do the cooking, under the supervision of the teacher. In addition to the food which the children bring to school in their lunch pails, some hot dish is served each day. This may be potato soup, vegetable soup, rice, cocoa or some nourishing dish of small cost.

In the manual training work, aside from elementary agriculture, there is work of a varied and practical sort. Pupils are taught to make repairs on the school building, and to make useful articles and appliances for the schoolroom and the home. Simple playground equipment affords an excellent opportunity for the display of a boy's ingenuity in manual training work. In connection with lessons in poultry raising, the boys build hen coops and incubators. They make tables for use in cooking and in the serving of lunches. In one of the consolidated rural schools, as an example of what the pupils are doing in manual training, the boys made such articles as a stepladder, a work bench, a saw horse, shelves for two rooms, bench hooks, towel hangers, match boxes, hat racks, corn hangers, corn testers, bird houses, bread boards, chicken troughs, salt boxes, handkerchief boxes,

milk tester stand, etc. This same rural school during the past two years has made a total of \$250 thru social events. With a part of these proceeds a school piano was purchased.

A number of rural schools are equipped with Victrolas, and here and there a school has a piano. These appliances work very successfully in cultivating a taste for music, and aid the pupils in singing and play exercises, besides being a source of entertainment for social center gatherings.

Conditions have not been different in Marinette County from conditions in other parts of the country in regard to the people's attitude toward the sort of work that is being done there in the schools. It required courage on the part of the teachers to start this work in the face of disinterest, lack of equipment, and many obstacles, but the citizenry of the county has now been pretty generally won over to the new regime, and all of the fourteen new rural school buildings erected during the past two years are modern in their appointments and equipment for the new school activities. Old schoolhouses are being rapidly remodeled and modernized to meet the new demands. There is no longer any criticism that the new activities interfere with the regular routine of book study and recitation work of the schools. It has been found that pupils who become interested in domestic science, in manual training, in elementary agriculture, etc., generally do the best class work in routine subjects. The standard of scholarship in the schools has been raised by the introduction of the activities described. Marinette County people believe that children in the rural communities should have the best educational opportunities that good teachers, well equipped schoolhouses and money can furnish.

This brief description is published with the hope that teachers and county superintendents in other parts of the country who have not broken away from the old program will take courage and give new life to their school work by introducing such educational activities as have been tried out so successfully in Marinette County and many other localities.

ELEMENTARY AGRICULTURE

T. A. Erickson, Superintendent of Junior Extension Work in Agriculture, University of Minnesota

May is one of the best months of the year for creating interest in the home life of the boys and girls and for making this work of real educational value. Plan for the summer projects. If club work has been organized this is the time to keep up the interest of members and to lay the plans for the closing of projects next fall. Plan the school fair to be held in September or October. Boys who are taking part in corn, pig, potato or other club contests should plan to have their best products to show at next fall's fairs. The girls, in the garden, canning and poultry projects may make their work the most interesting feature of the school fair if they plan it well.

If the school has a Boys' and Girls' Club, help them plan for the summer meetings. By helping the boys and girls plan their summers in this way, the teacher may make the experience of the summer vacation the storehouse for much of the agricultural work the rest of the year.

SUGGESTIONS FOR CORRELATIONS

Have exercises in the planting of garden seeds and transplanting of such plants as tomatoes, cabbages, etc. Study the methods of planting corn, potatoes and other ordinary farm crops. Observe birds and their relation to crops, especially to insect life. Study a few common injurious insects, such as potato bug and cut worm.

A few lessons on fruit blossoms will be enjoyed. A demonstration in the feeding and care of chicks is good

at this time. If trees and plants have been planted on school or home yards, the care of these will make excellent practical demonstrations. Let many of these lessons point to the summer work.

During May and June there is so much excellent material in the way of sprouting seeds, growing plants, blossoms, simple forms of animal life, objects connected with bird life and other interesting material for general lessons that the teacher cannot afford to have an empty school room. Encourage the children to bring all these.

READING

Select good articles on rural life in summer from magazines and the regular readers. The following selections are excellent for this month:

The Farmers' Creed.—Mann.

The Country Boy's Creed.—Grover.

Song of the Oriole.—Howells.

Blessing the Corn Field.—Longfellow.

A Day in June.—Lowell.

Use the farmers' bulletins and extension bulletins from your own agricultural station. The following U. S. bulletins are excellent:

No. 113—The Apple and How to Grow It.

No. 537—How to Grow an Acre of Corn.

No. 414—Corn Cultivation.

No. 459—House Flies.

No. 492—Insect Enemies of the Apple.

LANGUAGE

The basis of much of the language work may be the reports on home work at this time. A report on the planting and exercises on Arbor and Bird Day will mean much. In spring children get very close to nature and reports on their field trips and observations to and from school are excellent. Discuss plans for summer work, school agricultural exhibits and club projects, and write complete plans.

Write letters to the county superintendent, State



A Girls' Tomato Club, Canby, Minn.

Leader of Boys' and Girls' Clubs in regard to summer club projects.

Have children write stories on their plans and work for the summer, and ask them to be ready to tell about their summer experiences next term.

GEOGRAPHY

Where did corn, potatoes, wheat and other common farm crops originate? Where did we get the American breeds of poultry? Where did the common injurious insect pests come from, such as potato bug, codling moth, chinch bug? Do the same thing with weeds, such as Canadian thistle, Russian thistle, quack grass, wild oats, mustard, etc.

Locate the markets of crops grown in the neighborhood. Is there a possibility of any new industry in your community?

Refer to your agricultural bulletins and texts in library for this material

Draw maps of farms showing rotation of crops and giving crops grown on each field this summer.

HISTORY

The history of the plow, harrow, planter, cultivator and harvesting machine will be interesting at this time.



Exhibit of a Minnesota Rural School

Study the relation of the improvement of tools and machines to the life of our people. Take the history of machines in your own community.

The story of the improved grains, fruits and flowers make good history lessons. The story of the development of our pedigreed corn from the old squaw corn is wonderful. Every child should know the story of the

production of the Burbank potato from the old types. Give the history of some of the grains developed in the state. Minnesota No. 13 corn is good for Minnesota and Silver King is a good example for Wisconsin.

For a little general history, the story of the Guernsey, Holstein, Durham and Hereford cattle will be excellent. The story of the Chester White, Poland China, Yorkshire, Duroc and Berkshire breeds of hogs will be very interesting.

ARITHMETIC

Problems dealing with the preparation of fields for crops, such as plowing, harrowing, the seeding and planting, early cultivation should be a part of arithmetic, cost of seed, etc. The garden will provide many problems. Cost of rearing chickens and other young animals will make good problems.



School Fair in Minnesota Rural School, One of Hector Associated Schools

If some of the boys and girls are club members their reports should be made the basis of lessons in arithmetic.

Let many of the practical problems direct the attention of the pupils to their summer's work.

DRAWING

Sketch plants, blossoms and leaves of different trees, etc. Draw parts of tools and machines.

Maps and drawing of fields, farms and gardens. Have each child draw plan of home garden.

INDUSTRIAL WORK

Clean up school yard. Encourage the same for the homes. Have boys fix fences around school yard, repair such things as they can about school home. If the garden work has been emphasized, study the new "cold pack" method of canning vegetables and fruits. Learn how to make a home canner.

The agricultural booklets should be completed as far as possible and be ready for school fair.

THE SCHOOL FAIR

The agricultural school fair is one of the most effective ways of closing a year's work in agriculture. Plans for this should be made before school closes in the spring and the fair itself should be held in September or October. The children who are to grow gardens, corn, potatoes or any crop as a club project should plan for their exhibit at the fair during the entire summer. The fair may be held for one or for several schools. Plan the fair along the same line as an adult agricultural fair. Prize ribbons are good as premiums.

Prepare a good program with some speaker on agricultural topic. Plan games and contests. Rope tying, seed corn stringing, potato peeling and judging contests are good. Have some good lively games for young and old. Let all have dinner together. Decorate school and yard appropriately.

The Catholic School Journal
MAKING MAY BASKETS

Miss E. C. Corbett

The return of favorite wild-flowers furnishes the inevitable topic for the month of May. The teacher should work with Nature and utilize the enthusiasm of the children. The making of May baskets is a delight to the children and affords an incentive to most careful, neat and accurate work. The twisting and weaving of materials from Nature's storehouse, such as grasses, rushes and vines into serviceable and beautiful forms seems

of squares on each side, leaving three squares, which is more simple than folding thirds if the little folks are unaccustomed to thirds. Cut out each corner as indicated by the heavy lines. Then the corner laps are folded over and slipped thru the slits under the turned down sides. The little handle is added, 1 by $\frac{1}{2}$ inch, and run thru the $\frac{1}{2}$ inch slits on each side and pasted underneath the basket.

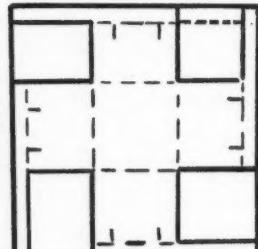
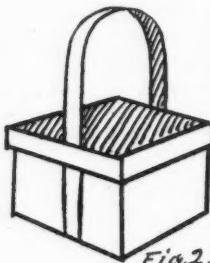


Fig. 2.

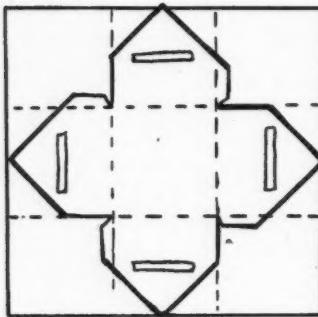


Fig. 3.

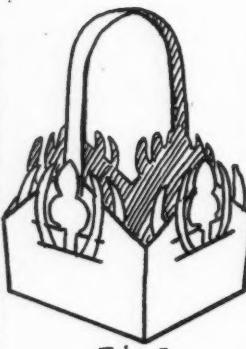


Fig. 3.

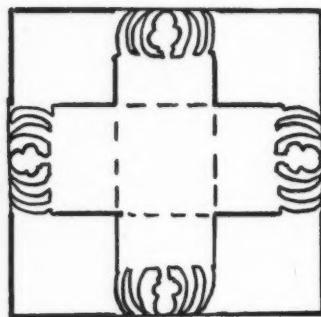


Fig. 3.

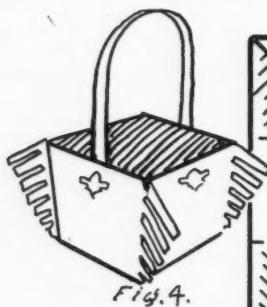


Fig. 4.

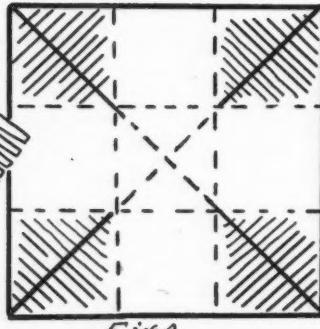


Fig. 4.



Fig. 5.

instinctive in man. The rudest people of all ages have made baskets using the materials they had at hand.

The simple folding of softly tinted papers, by little fingers, is a joy and a lesson in dexterity and precision. The paper baskets provide an opportunity for originality in design and give a choice of color.

A little doorknob basket like the one shown in Fig. 1 is made of a 6 inch square of dark green construction paper. Fold is indicated by the dotted lines and cut on the heavy lines. The children should plan an original "straight line" design, for the last triangle, which is cut out and paper of another color is slipped under to show thru.

Another very easy May basket is shown in Fig. 2. Divide a 9 inch square into fourths and cut off one row

A dainty flower basket is made from two different colored papers. The daffodil colors, green and yellow, are pretty together, or dark green and light green is a good scheme. Divide a 9 inch square into thirds and cut a plain square box without laps. Cut out on each side a conventionalized flower design based on some flower with long pointed leaves as the lily, iris or tulip.

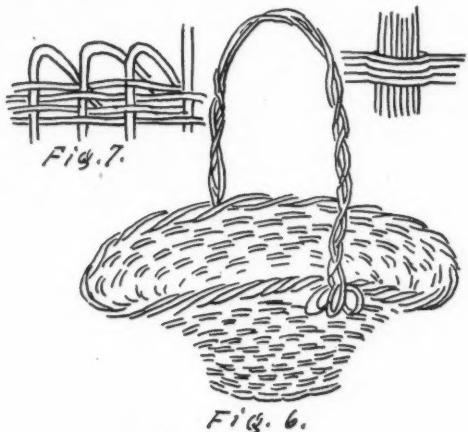
From another shade of paper cut a similar box with laps. Fold it thru the center and cut on the heavy lines. Lay the first basket on this last one and slip the flowers thru the openings in the sides of this second basket. Fold on the dotted lines and paste down the laps. Add a narrow straight handle. This basket is shown by Fig. 3.

Fig. 4 shows a basket, made of a 9 inch square of

paper, with fringed corners and a design decorating each side. The diagram shows how the corners are cut and fringed and the slits on each side thru which the handle is slipped.

Some units for the decoration of paper flower baskets are suggested in Fig. 5.

A very pretty and typical May basket can be made by the older children, of reed No. 3 and No. 2. Use No. 3 reed for the eight base spokes and weave with No. 2 reed until the base is 5 inches in diameter. This base is woven as any simple reed mat. When the base is woven,



insert thirty-two side spokes, one on each side of the base spokes, also of No. 3 reed. Weave with No. 2 reed the sides about an inch high, holding the spokes quite straight. Then begin to shape the ends into a flare by holding the ten on each side vertical and the six at each end horizontal. The ends should roll over and flare and the sides should flare only a little. Make the basket about 4 or 5 inches high and this will leave the spokes long enough to make a nice finish around the top of the basket. Finish off the top as in Fig. 7. Number the spokes 1, 2, 3, 4, 5, etc. Lay No. 1 behind 2; 2 behind 3, 3 back of 4, which goes behind 5. Then take 1, across 2, 3, 4, in front of 5, which is still upright, and bring it out back of 6. Now put 5 down back of 6 and beside No. 1, making a pair. Treat 2 in the same way, bringing out back of 7 and laying 6 down beside 2 back of 7. Treat 3 and 4 in the same way until we have four pairs laid down. Take the reed to the right in the pair nearest the left hand, treat it in the same way and cut off the other reed in that pair. Thus we always have four pairs and always work with the inside reed of the first pair. Use a large reed No. 6 for the handle or braid very loosely three pieces of No. 3 reed 22 inches long. Push these three reeds down in the center of each side and lace them thru the weaving, securely forming three loops, as shown in the illustration.

In schools where reed is difficult to procure material close at hand can many times be found that is suitable for basketry. A bunch of willow twigs and a little ingenuity are all that are necessary to make some charming baskets. The small twigs and branches of the common willow that grows near streams and marshy places can be utilized if gathered in the early spring. The twigs should be thoroughly soaked in water and rolled in a wet cloth until pliable. Take six of the largest twigs and cut 5 inches long. In the center of three of these cut a slit and push the other three thru them to the cen-

School Journal

ter. This will form the bottom spokes. Begin to weave with the smallest twigs procurable. Weave the bottom just as you would weave any reed mat and add a spoke on the side of each base spoke for the side spokes. Push these side spokes well down so that they are firm, then tie the tops together to hold them in place until you weave around two or three times. Weave until the desired height is reached, then finish the top by pushing each spoke down by the side of the spoke next to it.

The choke cherry twigs are also practical and have a good brown color and keep well.

Pine needles, cat-tails, flag leaves, rushes, grasses, corn husks, vines and barks furnish material for the enthusiastic worker.

The pine needles can be gathered off the tree green or the brown ones on the ground can be used. They should be soaked until pliable and sewed with raffia, using the whip stitch. If the needles are inclined to break when sewing plunge them in boiling water. An ordinary needle is used with linen thread the right shade to harmonize with the color of the basket or a raffia needle is used and the raffia split very fine. The pine needles are sewed exactly as the raffia is sewed in a soft coil raffia basket and the lace or knot stitch can be used.

Corn husks can be shredded and woven the same way as the pine needle or soft coil raffia basket. The inner husks have beautiful colors, as reds, purples, pinks and dark yellow. Very pretty baskets can be made by using the husks in plain or fancy braids and sewing them together with raffia or twine. In braiding the husks the ends are lapped a half inch and braided in. A jelly glass or fruit jar covered with the braided husks and with a braided handle makes a pleasing hanging flower basket.

THE VILLAGE AUTOSMITH

Under a horseless-chestnut tree
The town garage now stands.
Bill Smith, who runs the business,
He hath large and sinewy hands;
And the muscles of his brawny arms
Are strong enough—my lands!

His hair is crisp and black and short
His face is caked with oil;
His brow is wet with grease—and yet
I do not think he'll spoil;
He looks a fellow in the face
And chargeth for his toil.

A coughing automo machine,
It limpeth to the door.
There's something wrong about its spleen—
Else why that snort or snore
That issueth from in between
Its hinder wheels or fore?

Big Bill, the kindly autosmith,
He takes the thing apart,
And tenderly he monkeys with
That automobile's heart
Until—O man of skilsome pith!—
He makes its pulses start.

The children coming home from school
Look in at the open door.
They like to see the autosmith
Recline upon the floor
Beneath the car and grunt, "By gar!
This carburetor's sore!"

Thanks, thanks to thee, my worthy friend,
For the lesson thou hast taught!
Next time I drive this old beehive
I'll try not to be caught
Ten miles from town with the tires run down
And the axle steel unwrought.

—St. Louis Republic.

DRAWING AND MANUAL ARTS

Margaret B. Spencer, State Normal, Kalamazoo, Mich.

MAY WORK

Toward the end of the year folders to contain sets of papers may be found useful. Cover paper or heavy wrapping paper may be used. Some mark of individuality on the flap will make each folder distinctive. Monograms, Indian signs, nature motifs, etc., may be used. There are several types of letter combinations suggested. The straight line block letters are more simple and are effective. Use wide lines and let the parallel lines of the letters come close together. A long narrow monogram fits the shape of the flap best. In May it is usually warm enough for picnics and it is a time when everyone hates to be shut in. Picnics and outdoor life will suggest topics for illustrative drawing in the lower grades. The subject of plate decoration may be of more interest to the children if they have a real plate—tho only a paper one—to decorate. Let the children decide the best place for the decoration, remembering that the center is the part usually covered by things other than decoration when it is in use. After deciding on a very simple unit for a repeat let them plan how close to place the units so they will all be equidistant. Another picnic problem is that of a drinking cup made from a six inch square of paper folded on the diagonal. Fold the two corners to opposite slanting lines. Then fold the upper triangles down on either side to hold the cup in shape.

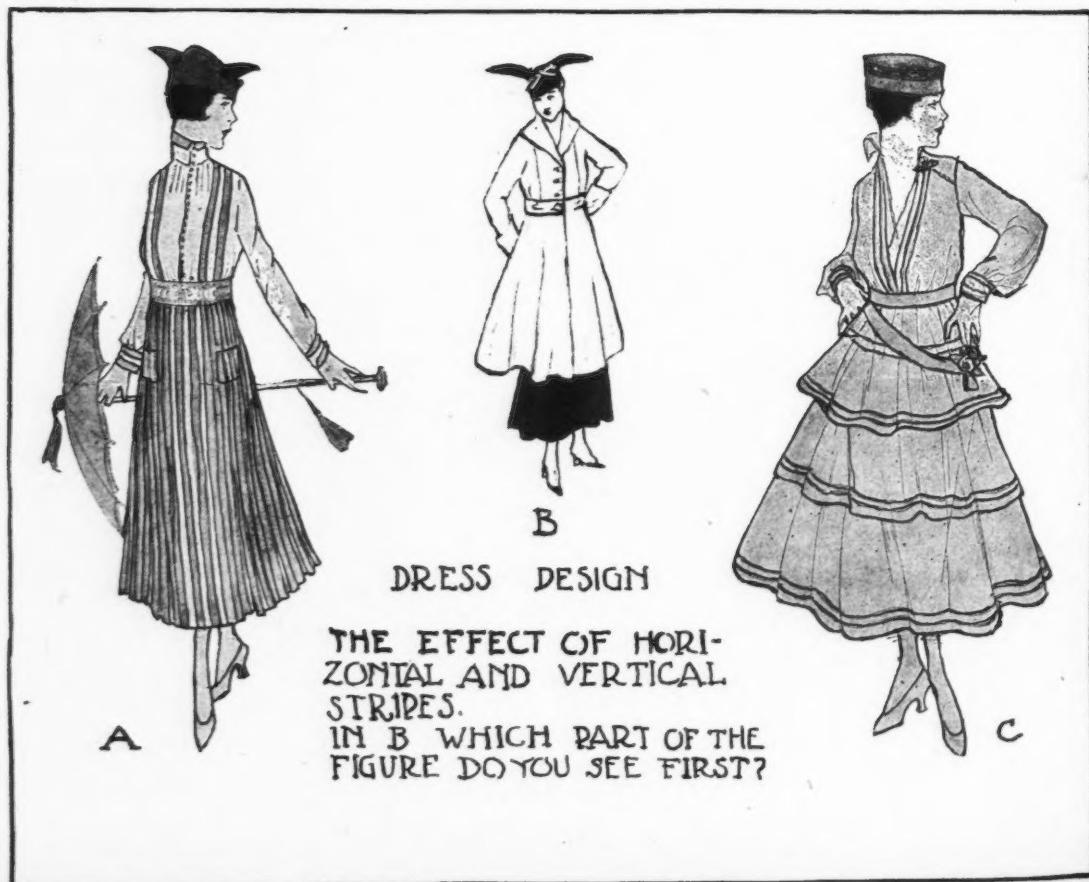
In the primary grades try making stained glass windows for an introduction to color. Put a water wash over the paper, then drop on yellow and red paint. Blow it gently or tip the paper and see what color is

made. Try blue and yellow on another piece, and blue and purple on a third. Don't be afraid of making the colors bright.

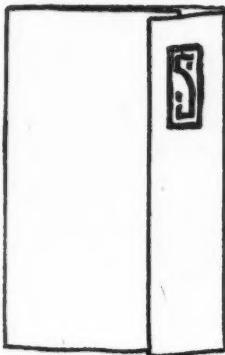
There will be abundant material at your command for nature study. Let the children find material to illustrate some of your spring poems. Paint or draw the suggestion and print or write under the picture the part of the poem it illustrates.

In the three higher grades a competition may be planned for securing a room calendar. This may be made quite an honor if the children help decide upon the best calendar made in the class and if it is really going to be used later on the school room wall.

The field of dress design is a big one and one which I feel strongly ought to be taught in our schools. There are certain principles of the effect of lines, as shown in figures A and B, which we all know but do not make use of. The horizontal lines at once accentuate breadth and should only be worn by slender people. The vertical stripes are of course more becoming to people of heavier build. Tho only a slender person should wear wide stripes. Figure B is a common sight on our streets, I am sorry to say. A person's greatest charm should lie in their faces, but here your interest as far as you can see the person on the street is in the white shoes. The reason is because of the strong contrast with the dark skirt. Light shoes with a light costume is fitting and harmonious. The waving ears of the hat are inharmonious also. Your dry goods stores will be glad to let you have extra fashion sheets. After a discussion of clothes the children like and dislike and reasons why, let them cut out illustrations from the fashion magazines

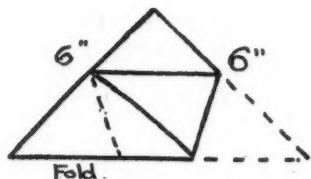


and mount them. Underneath write whether the style was in good taste or bad taste, also if it was suited to a fleshy or a slender person. This may start them thinking in the right direction.

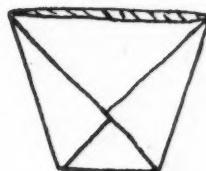


MONOGRAMS

FOR FOLDERS



A DRINKING CUP
FOR
PICNICS



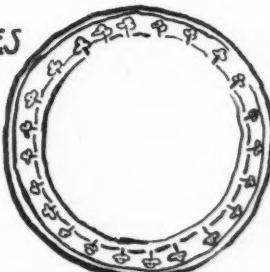
NATURE STUDY



STAINED GLASS



DECORATE YOUR PICNIC PLATES
A PRACTICAL
PROBLEM IN DESIGN
—
USE
CONVENTIONAL BORDERS
INSTEAD OF NATURALISTIC



MAY BIRD STUDY

HOUSE WREN

Mabey Osgood Wright in Audubon Leaflet

Since the work of bird protection has become a matter of international interest, we have heard a great deal of vanishing species and of the discouraging side of the matter, while far less has been said about the increase of certain species of our most familiar birds, which can be still further augmented by a little care.

We cannot prevent, if we would, the trend of civilization that drains and reclaims the marshes and swampy



House Wren

woods dear to the waterfowl and so-called shore birds. We cannot check, or even guide, the overthirsty forestry that does away with the moss-grown stumps—pictur-esque in their decay—and fills up with cement every crack or knothole suitable for owl, chickadee, nuthatch or woodpecker; but there are a dozen birds still abundant upon which we depend for home music, the concerts of the garden and nearby fields, and it is possible to keep these with us indefinitely if we only see that suitable nesting places are left them, or lacking these, provide substitutes.

Rare species may grow rarer, to the despair of the ornithologists who desire to collect them for the purpose of study or exchange. The Ruffed Grouse and Quail are disappearing from many old time hunting grounds, but hereabouts, this summer, the dozen species of song birds upon which we depend were never more numerous or in better voice.

Run over this list and you will find that it furnishes both soloists and the chorus: Wood Thrush, Brown Thrasher, Robin, Catbird, Song Sparrow, Goldfinch, Baltimore Oriole, Rose-breasted Grosbeak, Meadowlark, Bobolink, Red-eyed Vireo and, last and least in size, tho not in importance, the House Wren.

You may not be able to offer the Brown Thrasher the bit of thick brush that he loves, the Oriole a high swaying elm or the Meadowlark and Bobolink a field that

either remains uncut, or where the haying is delayed beyond nesting time, but very cramped and bare must be the suburban home that does not offer the Robin and the House Wren a lodging. As for the latter bird of the keen eye, sharp tongue and eloquent tail, there is positively no excuse for being without one or more pairs of them.

The family of Mockers and Thrashers to which our House Wren, together with his numerous cousins of tropical America, belongs, is a most interesting one, and the containing two distinct sub-families, the species of both have strongly marked characteristics in common. While the Mockers have the greatest reputation as colloquial vocalists, the Thrashers have almost the same ability even tho their songs are less sustained and the songs of our native Wrens equal either in volume, if the size of the bird is considered.

There are eight species of Wrens locally common to the United States east of the Rockies, whenever the region is thickly brushed enough to suit their necessities, and of these three Bewick's and the House Wren are sufficiently sociable, not only to prefer to nest near homes, but to quickly take to nesting boxes in preference to the usual crannies and tree holes or the brush heaps in which they spend so much time creeping to and fro, sometimes in pursuit of insect food and sometimes it seems in a spirit of pure restlessness.

On some morning in the last week in April, preferably after a night of rain with wind, we come to consciousness with the knowledge that the morning song is invaded by new tones. Presently the voice of the Thrasher is heard giving direction to an imaginary gardener about his planting; the Catbird has once more possessed himself of his point of vantage on top of a clothes post; the Wood Thrush sings from the dogwood on the edge between garden and woods, and an unrepeatable burst of melody from the corner of the porch close under the window draws your attention to the little reddish, olive-brown bird balancing there, with tail and eyes turned skyward, tho you know before you look that it is Johnny Wren who has returned, and that, pert as he looks, he will be very soon taking housekeeping orders from the Jenny of his choice.

In a day or two Jenny, or rather a number of Jennys, will appear, and then follows a month of the most active courtship in the world of song birds. Active? I had almost said quarrelsome, for such it usually seems; but then a mere human being may not be able to distinguish between Wren repartee and the actual "back talk" of real anger.

Whichever it may be, the pastime occupies nearly all the month of apple blossoms, the serious nest building not beginning until the last week of May, in spite of the fact that a pair of House Wrens have been known to rear three broods of six each in a single season.

For prolific birds such as these, whose cleanly habits lead them to prepare a new home for each brood, it will be seen that the possibility of finding suitable nesting places is a matter of the first importance, as for such ardent insect eaters the food supply is always at hand during the season—from April to October—that they are with us.

The old fashioned farm was the Wren's paradise, as well as that of the Barn Swallow, Chimney Swift and Phœbe; tho the barn buildings were frequently too close to the house for the best of human sanitation, and the various appurtenances were collected with a view of "being handy" rather than with an eye to order and precision. Here Jenny and Johnny would locate their first nest in an empty tin can upon one of the cowshed rafters, filling all the space not absolutely needed by a mass of small dry sticks; for, above all things, the Wrens seem to esteem coziness, and if a nook or apartment has too high a ceiling they immediately do away with this objectionable feature by raising the floor. It is well to

keep this requirement in mind when making Wren boxes. A house 4x4x6 inches, with a sloping roof to shed water and an opening two inches from the bottom, and not more than one inch in diameter, will not only meet all requirements but help to repulse the innocently pestilent English Sparrow.

The six or eight purplish brown eggs, sometimes darker at the larger end, in due course turn into little birds that require a great deal of tending; and so rapid is the process of digestion with these very warm-blooded animals that the excreta is removed almost as fast as the food is supplied and, strangely enough, appears to exceed the food in bulk; but then it must be remembered that the food is of the most highly concentrated and nutritious animal matter.

What a thrifty housewife Jenny is! Not a speck or splash is allowed to drop near the dwelling, and often before the nestlings have actually taken wing, she is varying her marketing trip by a hunt for dwelling number two.

In searching the outbuilding sacred to tools and general litter to be "mended some wet day," for the little bags of spider eggs that are so very appetizing to mother bird as well as the children, Jenny spied an old stone jug that had gone once too often with cider to the hayfield and come in contact with a rock. Badly cracked but not broken, it was pushed back on the shelf, neck out. At once curious and restless Jenny explored the short neck and, finding it much to her liking, sent Johnny to collect twigs for filling the unnecessary space while she finished preparing her youngsters to take wing, finding it convenient to leave an egg in the new nest before she had quite shaken off the care of the first family.

Whether the cider-jug home was too hot, or whether the mice with which the tool house was filled became too inquisitive, this second home was abandoned after a few days of incubation. On breaking the jug to see what had happened to the eggs after the Wren had flown off to find new quarters for a third venture, evidence pointed to the bird or birds having destroyed their own eggs in a fit of temper or disgust at their surroundings. Each egg was perforated by a single sharp thrust that could not have come from the teeth of a mouse, and the contents of the egg had not been otherwise disturbed.

Such a state of things I once practically saw happen under my very eyes, tho, lacking color distinction, I could not tell whether the male or female was the egg-piercer. The nest was a small house in the porch vine. One morning, a few days after incubation had begun, the return of one bird was heralded by violent scolding on the part of the one sitting. Then both flew about lunging at each other and fighting desperately. One bird, rather worsted, stopped to rest, wings spread and panting, when immediately the other flew into the house and proceeded to scratch and break the furniture. Then this one came out and flew away. Next day neither appeared and I found the eggs pierced each with a single thrust.

The third nest that the old farm Wrens built was in-

side the north window blind of the best room of the farmhouse, a window seldom opened between spring and fall house-cleaning. As it was then the first week in August, the location, sheltered alike from sun and thunder-showers, was evidently appreciated. This third brood, to the number of five, prospered.

It can be easily seen by those who wish to have Wrens about their places that house room must be provided, as the English Sparrow is likely to take to himself many of the old haunts. However, the box with the one-inch opening is as yet a problem to the Sparrow, or the red squirrel, tho the latter can and will enlarge the hole unless it be edged with tin. Make your houses of the right size, not one or two, but a dozen. Think out the location and see that they are at least partly protected from sun. Do not put the houses too close together, Madam Wren is a bad neighbor and her temper is as quick as her flight.

At the end of the season clear the old nests from the house. A Wren can carry and lay unbelievably long twigs, but to undo the work is too great a trial of patience. Last year a series of a dozen of my Wren boxes remained unoccupied because they had not been emptied. Nests in nooks and corners fall apart in the wind and winter weather, but those in houses stiffen and are hard to remove even with human fingers, unless the roof of the box can be unhooked.

Under proper auspices the House Wren is increasing, and if it is not doing this in your neighborhood may it not be your own fault? Once established in a locality, the Wren clings to it. This year, other space failing, a pair have made a strange nest in a house-maid's pail that was hung, bottom upwards, to air on a stake behind a trellis where they had once nested. The pail had a slightly incurved edge and between this and the supporting stake they built a narrow platform up toward the bottom of the pail, which acted as a roof. The structure was made of sticks, which it seemed impossible that so small a bird could lift, much less turn endwise and carry thru the round meshes of the trellis. The nest when finished was of the shape of that of the Eave Swallow, the supporting stake holding it against the side of the pail.

"What shall we do?" I said to the maid, on being shown the nest, which was well outlined between the morning and the evening of the first day. "My, but the work of them!" was her admiring reply. "Leave them have it; I can do with something else, for it's a sin to discourage that much pluck when it trusts you for the lend of the pail."

More of this spirit will mean many more Wrens about our houses.

Questions for Teachers and Students

What are the common song birds of your neighborhood? Are they increasing or decreasing in numbers? What can we do to assist in their increase? When do you first see the House Wren? How long does it remain? When does it begin to nest? In what kind of sites have you found nests? Of what is the nest composed? How many eggs are laid? How many families are raised in a season? On what are the young fed?

A THOUGHT A WEEK CALENDAR—MAY

Mary Eleanor Kramer

First Week—

CONTENTMENT

He that holds fast the golden mean,
And lives contentedly between
The little and the great,
Feels not the wants that pinch the poor,
Nor plagues that haunt the rich man's door,
Embell'ring all his state.

—William Cowper.

Second Week—

GOOD DEEDS

Work for some good, be it ever so slowly;
Cherish some flower, be it ever so lowly;
Labor, all labor, is noble and holy;
Let thy great deeds be thy prayer to thy God.

—Frances S. Osgood.

Third Week—

UPWARD

We rise by things that are under feet;
By what we have mastered of good and gain;
By the pride deposed and the passion slain,
And the vanguished ills that we hourly meet.

—J. C. Holland.

Fourth Week—

BE LED

He who would lead must first himself be led;
Who would be loved be capable of love
Beyond the utmost he receives; who claims
The rod of power must first have bowed his head,
And, being honored, honor what's above;
This know men who leave the world their names.

—Bayard Taylor.

STUDIES OF NOTED PAINTINGS

Celia B. Boyington

THE HIGHLAND SHEPHERD'S CHIEF MOURNER

(Painted by Landseer)

I—Time Relations

1. Is there anything in the picture to suggest time of day or of year?

II—Place Relations

1. Where is the scene of the picture?
2. What things tell it?

III—Principal Objects in the Picture

1. If the title had been omitted could you have told the nationality or the sex of the dead person?
2. What things did Landseer use to show the nationality?

3. What did he use to show sex and occupation?
4. Was the shepherd an old man or a young man?
5. What things tell it?
6. What character effects of the shepherd do you see?

7. Study the position of the dog.

- (a) What effects in the attitude?
- (b) What especially strong characteristics of the dog is brought out by the position of his fore foot?
- (c) What effects in his expression?

8. Why not select a pug, a terrier, a mastiff, or a dog of any other breed?
9. Why select this breed of a dog?

10. From the standpoint of art there is not a useless object in the picture. What is the art purpose of each?
11. What effect does each either set forth or strengthen?

IV—The Theme

1. What is the theme of the picture?
2. What lesson does the artist teach?
3. What is the mood of the picture?

The strong point of this picture is the representation of that most notable quality of dogs—the love that lives beyond death. Other pictures by Landseer set forth the same theme in a less degree.

The following composition by Ruth Ross (age 9 years) gives the meaning of the picture as interpreted by a third grade pupil:

The Highland Shepherd's Chief Mourner

The picture shows it is daylight, but it does not tell the time of day nor time of year.

It is in Scotland, because there is a shepherd's crook, cap, horn, plaid and dog. The dog is a Scotch collie.

The shepherd is dead. The picture shows that it is a man, because the hat, crook, plaid and dog are like those owned by the shepherds in Scotland. The dog's love shows it, too, for this kind of dog is said to be more fond of men than of women or children. He was a Christian, because near by on a little table lies a Bible with his spectacles on top, which shows that he was an old man and had just been reading.

The shepherd lived a lonely life, because there is no one but his dog to grieve for him. That the dog is so lonesome and sorry shows that he was kind to him and they were friends.

The dog is the most important part of the picture. His face shows his grief, intelligence and weariness. His breast is pressed against the coffin, which shows that he loves his master and wants to get as close to him as he can. He has been there a long time, because he has pulled down the plaid and he looks so tired. His body shows his grief and weariness. If his fore leg were back it would show that he would give up and grieve himself to death. But it is in front and is a kind of support for his body, so that shows he will be brave and will go right on and do his best. I think perhaps he could take care of the sheep by himself.

A neighbor must have laid him out and left the spray of leaves. He must have been poor, too, for the spray of leaves is so simple. He was not very careful for some are scattered on the floor.

The chair and other furniture show that he was poor. A piece seems to be broken off of one arm of the chair.

It is hard to tell what the objects in the background are, but we think they are a clock and a mirror. An old Scotchman told our teacher that in some parts of his country they always cover the mirror and either stop the clock or turn its face to the wall when there is a death in the house.

Landseer has shown that the dog loved his master like a person would have loved him.

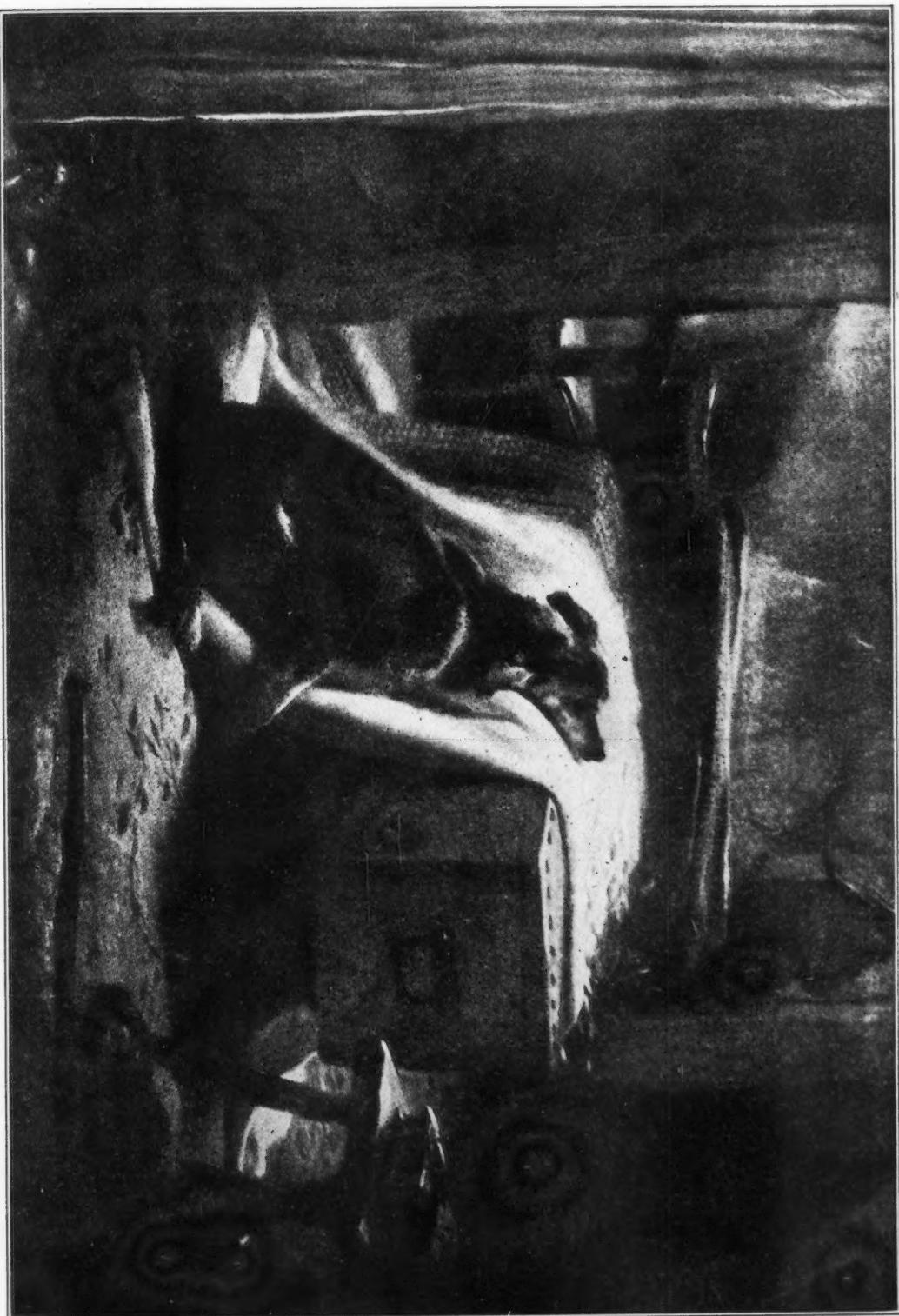
The lesson that we can learn from this picture is that we should be brave and try to do our best even if we lose our best friends and everything goes wrong. At first the picture made me feel sad. Now I see that the dog loves his master and is so grieved, but is going to be brave so that it makes me like the dog better and feel like doing my best.

John Ruskin says of this picture: "Take, for instance, one of the most perfect poems or pictures (I use the words as synonymous) which modern times have seen—'The Old Shepherd's Chief Mourner.' Here the exquisite execution of the glossy and crisp hair of the dog, the bright, sharp touching of the green bough beside it, the clear painting of the wood of the coffin and the folds of the blanket, are language—language clear and expressive in the highest degree. But the close pressure of the dog's breast against the wood, the convulsive clinging of the paws which has dragged the blanket off the trestle, the total powerlessness, the rigidity of repose showing there has been no motion nor change in the trance of agony since the last blow was struck on the coffin-lid, the quietness and gloom of the chamber, the spectacles marking the place where the Bible was last closed, indicating how lonely has been the life—how unwatched has been the departure of him who is now solitary in his sleep;—these are all thoughts—thoughts by which the picture is separated at once from hundreds of equal merit, as far as mere painting goes, by which it ranks as a work of high art, and stamps its author, not as the neat imitator of the texture of a skin, or the folds of a drapery, but as the Man of Mind."

The Artist

Sir Edwin Landseer, the most popular animal painter of the nineteenth century, was born in London, March 7, 1802. He very early showed a deep love for animals and great skill in sketching them. He was the youngest son of John Landseer, a distinguished engraver, whose children inherited his artistic talent. John Landseer gave his gifted son his first lesson in drawing, directing him in a manner that meant constant improvement in the child's work and encouragement to do his best. Some of the pictures Edwin made between the age of five and ten were so good that his father kept them, and now after a hundred years they may still be seen in Kensington Museum, in London.

With two of his brothers, the child studied art with an English painter in London, and in 1816 entered the Royal Academy. At this early age of fourteen Edwin sent pictures to several galleries. He studied for a while under the artist Haydon. A picture of his called "Dogs Fighting" (engraved by his father) was painted when he was sixteen, and "The Dogs of St. Gotthard Discovering a Traveler in the Snow," also engraved by his father, appeared two years later. The people of London became interested in his pictures, and he immediately became the most noted painter of animals. No one else could paint dogs as Landseer did, and so



HIGHLAND SHEPHERD'S CHIEF MOURNER

—Landseer

his pictures were in great demand. He was elected an associate of the Royal Academy at the age of twenty-four and received the rank of Academician four years later. He was expressly invited by Sir Walter Scott (as great a lover of dogs as himself) to visit Abbotsford, where he made himself very popular with Sir Walter and his wife by sketching their dogs for them. There he studied animals, in their native haunts, in the deep forests, on the wild mountain sides and by the lakes and rushing streams. Thus he acquired a bolder and freer style in his work and became fond of deer as subjects for his paintings.

For fifty years Landseer's paintings formed the chief treasure and attraction in the Royal Academy exhibitions, and engravings from his works had such a circulation in England that in the sixties there was scarcely a house in which there did not hang one of his horses, dogs or stags. Even the Continent was flooded with them. Some of his pictures are "Night,"

"Morning," "Children of the Mist," "The Return from the Deer-Stalking," "Sir Walter Scott and His Dogs," "Alexander and Diogenes," "Dignity and Impudence," "The Sleeping Bloodhound," "The Connoisseurs," "The Old Shepherd's Chief Mourner," and "A Dialogue at Waterloo" representing the Duke of Wellington explaining to his daughter-in-law the incidents of the great fight years after it occurred. This is one of the best of the few figurepieces he painted. He was knighted in 1850. In 1855 he received at Paris one of the two large gold medals awarded to Englishmen. The complete list of his works is very large. A sportsman who wandered about all day long in the open air with a gun on his arm, he painted pictures with all the love and joy of a child of nature. This accounts for the vivid force of his work. Perhaps he owed a large part to his charming social qualities. He died a millionaire in 1873, and was buried with the honors of a public funeral in St. Paul's Cathedral, London.

HOUSEHOLD ARTS AND DOMESTIC SCIENCE

HOT LUNCH FOR RURAL SCHOOL

County Superintendent Gertrude Schwittay,
Marinette, Wis.

The hot school lunch is no "fad." It has become an educational problem which is being worked out by progressive teachers all over the United States. This plan has been in use in many countries of the old world for some time, and wherever tried has met with universal approval by both patrons and teachers.

In Marinette County, wherever hot dinners are a part of the regular school work, they have done much in bringing the home and school together. Parents are very willing to contribute their share, and are often interested in some new food furnished, new mode of preparation, or new recipe. While equipments for our work may be crude, the benefits are none the less apparent.

Lord Bacon affirms that "the brain depends in some way on the stomach," and we may rest assured that the warm, well cooked dinner will insure better spelling lessons, better solutions of problems and clearer individual thinking for the remainder of the day.

Dr. Witmer of the University of Pennsylvania supervised a very careful scientific test in regard to the benefits derived from hot lunches. The increase in average gain in weight, lung capacity and scholarship was surprising. The matter of discipline becomes of little moment when the pupils' attention is drawn to the varied activities of the new order of things, and a live interest in all that pertains to school is secured.

Cultural Possibilities

One of the most beneficial points gained by the hot noon lunch, in the rural school, is the cultural possibilities of the scheme.

Many homes in the pioneer section of Wisconsin are devoid equipment, time, or opportunity for many of the finer sides of life. Especially is this true in regard to the hasty and often inadequate meals furnished in the homes. Many of the mothers must of necessity care for the gardens, and still others assist in the fields. Where this is true there is little time left for the finer things which go to make life livable, little care for the aesthetic in any line. We must demand for their children—the future citizens of our commonwealth—as broad a culture as possible.

Just a little entering wedge, then, will be table courtesies, table etiquette and table manners, which if of necessity simple, yet pave the way for better things. The opportunity to teach the economical use of materials should not be lost sight of. Americans as a rule are wasteful, and young girls brought up on farms are often unfitted for the work they seek in the city homes. There

is, however, by their prodigal use of vegetables, milk, etc., an excuse for this in the fact that the live stock on the farm readily turn this seeming waste into money, the refuse of the kitchen serving to fatten the chickens or the pigs; but when, in the city kitchens, one is able to get a platter of "saratoga chips" for supper from the potato parings of the noon meal, it smacks of direct waste, as well as loss of the nutritive portion of the tuber.

We must feel that the hot school dinners are a paying part of our school education. Let us prepare our boys and girls for the positions they are looking forward to, and for more cultured homes, that in later life their children may be home drilled in all that pertains to better living. Habit is the result of doing things over and over, and because of the limited time of the school, the home must be enlisted in every plan for the betterment of the child, but it is left to the school to take the initial step, and when with the aid of an energetic, self sacrificing teacher the noon lunch is established, a long stride has been taken.

Doing Things Holds Pupils in School

There is nothing helps to "hold pupils" more than "doing something" for the school, and when the boys build cupboards, in which the girls neatly store the few dishes brought, when a convenient knife and spoon box is constructed or a wooden spoon for mixing is whittled out and polished with a piece of glass or a bit of sand paper, "our kitchen" becomes a matter of especial interest. Meantime we correlate the boys' work in Manual Training with the girls' industries. They must choose the right wood for the cooking spoon. They ask why pine will not answer. They study the grain of the wood. Oh! the possibilities of all this to the progressive teacher. The twentieth century teacher is to be congratulated on her opportunities for enthusiastic work.

Hygienic Value

In the foregoing we have not touched upon the hygienic side of the plan, which phase should appeal to all. We have only to turn to our own experience to be convinced that a well cooked, hot dinner fits one better for the afternoon's service than a cold lunch, and when we take into consideration the distance covered by many school children in reaching the schoolhouse, the lunches, of, in many cases, food to which no thought of proper nutrition has been given, the effect on the health, temperament and morals of a pupil by this neglect, surely, we must own the hot lunch as one of the blessings of a well ordered school.

Just how the matter can be established and successfully carried out may be understood by the story of its accomplishment by many of the teachers of Marinette and other counties of Wisconsin

Lilies of The Valley.

MARION MITCHELL.

CHURCHILL-GRINDELL,
Authors and Publishers of Children's Songs.

Tenderly.

Down in the grass - y low - land dells, They soft - ly swing—white ill - y - bells, A
 pale - green stem up - on which grows Fair white - frilled cups in ti - ny rows.
 Each wee cup hides in ti - ny rows, Each cup a drop of dew would hold, And
 by their fra - grance, you may know Where these white ill' - les grow.....

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COOK COUNTY, ILLINOIS, OUTLINE OF COURSE IN SEWING AND COOK- ING SCHOOL-HOME PROJECTS FOR RURAL SCHOOLS

1. A Cooking and Sewing School-Home Project may be organized in any school district when one or more girls, eleven years of age or over, who reside in the district, desire to take up the work.

2. The aid and sympathy of the mothers is essential; therefore pupils must secure their consent and co-operation before beginning this work.

3. Club project meetings will be held at least twice a month, either at the homes of the members or at the schoolhouse. These meetings should not be held during

school hours. Teachers must be present at least once a month.

4. The instruction at the club project meetings will be given by the mothers, the teacher or someone well qualified.

5. The country life director will co-operate with the parents and the teachers in directing Cooking and Sewing School-Home Projects.

6. A record of work in Cooking and Sewing must be kept on standard forms provided for that purpose.

7. Records of the following data must be kept: (a) date of each lesson; (b) place of each meeting; (c) time and duration of each lesson; (d) name of instructor; (e) object of each lesson.

8. School Achievement Credits will be granted on the following conditions: (a) presentation of proof that work outlined has been completed; (b) demonstration in Cook-

ing or Sewing before a competent board appointed by the county superintendent of schools; (c) recommendation of the country life director.

Cooking School-Home Project Requirements

First Month—Learn to set the table properly. Home Canning. (Cold Pack Process.)

Second Month—Prepare one or more kinds of soup. Continue Canning.

Third Month—Pan-broil meat. Cook and mash potatoes. Make toast.

Fourth Month—Learn to make at least three kinds of candy for Christmas. Christmas cakes, cookies.

Fifth Month—Prepare meat by broiling. Bake bread or biscuits or potatoes. Escallop potatoes.

Sixth Month—Prepare meat by roasting. Bake beans. Prepare rice or spaghetti, noodles, etc.

Seventh Month—Learn to bake a cake or pie. Make cookies.

Eighth Month—Prepare at least two kinds of puddings and salads.

Ninth Month—Learn to can vegetables and fruits by the cold-pack process. The canning of vegetables and fruits during the summer vacation by this process should be continued, and credit will be given upon satisfactory proof of the work.

Sewing School-Home Project Requirements

Make any one of the following articles in the months

indicated:

First Month—Sewing-bag. Sewing-apron. Book-cover. Paper-bag.

Second Month—Hem a towel. Hem a napkin. Hem a pair of curtains.

Third Month—Dust cap. Kitchen apron. Shoe bag.

Fourth Month—Fancy bag for Christmas. Pin cushion. Other Christmas gifts.

Fifth Month—Darn five pairs of stockings. Sew on buttons. Sew on hooks and eyes. (Complete all.)

Sixth Month—Make underwear.

Seventh Month—Learn to make button-holes. Patching. Make table cover.

Eighth Month—Do some embroidery work on something for the home.

Ninth Month—Make a simple dress for a small child.

Note—During the year the following stitches must be learned: Run-basting (as on bag). Overcasting (as on top of bag). Backstitch (as in a seam). Hem (as on a towel). Gathering or Shirring (as on dust cap). Darn-stitch (stockings). Button-hole stitch (button holes). Any two embroidery stitches.

Note—Additional work each month will be taken into consideration.

Every member of a Cooking and Sewing School-Home Project must follow and complete this course as outlined.

SCHOOL ENTERTAINMENT

MAY FLOWERS

Harriette Wilbur

(For eight little girls. Each may wear a white dress, green shoulder-knots and streamers, and have on her head a tissue cap of a color indicated below, the violet wearing purple, the windflower pale lavender, and so on.)

The girls enter in turn, each recites her stanza, and goes to join her partner in the quadrille set.

1. **Violet** (violet cap):

May's here—and violets,
Winter, goodbye!—Lucy Larcom.

2. **Windflower** (lavender cap):

Happy little windflower bright,
Always glad and gay;
In the breeze I dance and nod
Like a child at play.—Anon.

3. **Apple Blossom** (white cap):

Can it be that it is snowing,
On this clear and sunny day?
Are the snowflakes thickly falling
In the pleasant month of May?
No, it is the apple blossoms
Falling, falling from the trees,
Dancing in a whirl of rapture
To the music of the breeze.—William C. Park.

And with a modest grace:

"Dear God, the name Thou gavest me,
Alas! I have forgot!"

The Father kindly looked Him down
And said, "Forget-me-not!"—Anon.

5. **Tulip** (orange cap):

May awakens her tulip blossoms
And washes their faces with rain;
And then she feeds them with sunlight,
And gives them fresh dresses again.—Anon.

6. **Buttercup** (yellow cap):

Oh, bravely I hold up
To catch the sun and dew
And sometimes raindrops, too,
My tiny yellow cup.

7. **Rose** (red cap):

To be as red as a red rose
Is as easy as it can be,
For I just look at a sunset cloud
And grow like it, you see.

8. **Arbutus** (pink cap):

If Spring has maids of honor,
Arbutus leads the train;
A lovelier, a fairer,
The Spring would seek in vain.—H. H.

Pianist plays this music, or children at seats hum it:

4. **Forget-Me-Not** (pale blue cap):

When to the flowers so beautiful
The Father gave a name,
Back came a little blue-eyed one,
All timidly it came;
And standing at the Father's feet
And gazing in His face,
It said, in low and trembling tones,

Girls are in quadrille form, by twos, violet and windflower, apple blossom and forget-me-not, tulip and buttercup, rose and arbutus. Or any other order may be used, as preferred.

1. For the first eight measures they walk about in a circle, using the following pretty step: Left foot out at side, then touched ahead, then to floor. Repeat with right foot for last three counts to the first measure. At

end of eighth measure, halt in quadrille position. At ninth measure, marked B, they bow to each other and dance the right and left figure; thus: Partners face each other, touch right hands and pass on, giving left hand to next girl met. Continue thus to walk in the same direction of starting, meeting at side opposite original positions and again at places. They dance this twice around the circle, halting with bow at last measure. (When bowing, hold out skirts daintily.)

2. Dance the Forward-and-Back movement, thus: Head couples take four touch-steps to center, then four backward to place, for first four measures. Then side couples repeat for next four. At B, all dance right and left figure, as in 1.

3. Head couples walk, with plain marching step, thru the center, girls at right of partners passing inside. Partners meet at opposite sides, touch hands, and turn half way around, and then return to original positions, turning again when these places are reached. Side couples repeat during measures 5-8, then all dance right-and-left figure.

4. Head couples advance to center, turn about opposite girls with back to back and return to places with backward steps. This takes two measures. Side couples repeat this dos-a-dos figure for measures 3-4, then head couples repeat for measures 5-6, then side couples for measures 7-8. At B dance right-and-left twice around circle.

5. Each girl who stands at right of her partner in head couples leaves her place, walks to center, where the two touch right hands, pass on and give left hands to the girls remaining in position, circle about once, walk to center, touching right hands and turn partners three times with left hands. Side couples repeat measures 5-8, then at B all dance the right-and-left.

6. Each girl standing at right of all four couples walks to center, where opposite girls take right hands, crossing arms by couples. Wheel once, stopping in front of partners, turn partners once with left hands, advance to center, cross arms, wheel once again, and turn partners three times. Then from B on dance the right-and-left.

7. Girls clasp hands by partners, and walk out with side-step described in 1.

A MEMORIAL DAY EXERCISE

Effa E. Preston, New Jersey

(The music for both songs is found in "One Hundred and One Best Songs," published by the Cable Company of Chicago, costing 10 cents, or in lots of 100 at 3½ cents a copy.)

Song—(Air, "Santa Lucia")

On this Memorial Day
We come with flowers,
Gathered in woodland way,
Or shady bowers:
Primrose and violet,
Pansy and mignonette,
Flowers for our heroes,
Flowers for our heroes.

Until the last review,
Their warfare over,
'Neath grasses wet with dew,
And fragrant clover,
They rest in dreamless sleep
While winds their watches keep
Over our heroes,
Over our heroes.
Waiting the bugle call,
Each one reposes.
Strew lilies over all,
Scatter red roses,
Over the noble brave
Who died our land to save.

Our soldier heroes.
Our soldier heroes,

First Girl (with violets)—

I bring the mossy violets, all wet with dew.
The flowers they loved, perhaps, in days gone by.
They will not know the fragrant, purple mist,
So sound their sleep, as 'neath the sod they lie.
But somewhere, sometime, they will wake to know
That they who trod so bravely honor's way
Were oft remembered with our gratitude—
And so I bring them violets to-day.

Second Girl (with roses)—

I bring red roses that of courage tell
To those who knew it well.
Perhaps, unknown to fame,
Sleeping in humble grave, without a name;
There may rest now some soldier boy whose claim
To valor's crown i high—
And so I'll strew red roses where the unknown lie.

Third Girl (with daisies)—

God must have loved the daisies. See
The meadows all are white
With star-eyed blossoms. Could there be
A daintier, prettier sight?
I think no flowers suit so well
Our valiant boys in blue
As modest daisies of the dell,
And rosemary and rue.

Fourth Girl (with lilacs)—

Perhaps the lilacs bloomed
When first they marched away,
And all the air perfumed
With balmy breath of May.
So lilacs now I bring
To place upon a grave,
A fragrant offering
Unto the brave.

Fifth Girl (with fern)—

These slender ferns I'm bringing. They were waving to and fro
Down in the shady forest, where the moss and lichens grow.
Their restful green I'll mingle with all your fair-hued flowers—
Emblem of calm reposing, after life's weary hours.

Sixth Girl (with lilies)—

Lilies, sweet lilies, gleaming white,
As pure as pearls, as radiant as the light;
What fairer flower could mortal lay
Over our warrior dead to-day

Than these I bring?
They who for freedom died, long years ago,
To keep their country pure were striving, so
This flower that breathes of purity I bring.

Seventh Girl (with mignonette)—

Growing, unintended, in a lonely spot I found
These sprays of fragrant mignonette.
A homely flower, yet there is none more sweet,
With charm one does not easily forget.
I wonder if there lies among the soldiers dead
One, like this mignonette, unpraised, unknown,
But who had, hidden in his soul, undreamed of
worth;
One who to heights of heroism might have grown;
But, after all, the common soldiers, strong and plain,
Unknown, bore all the brunt of battle, felt its pain—
And so, for them, I bring this mignonette,
Tended by naught but sun and swarm spring rain.

Eighth Girl (with forget-me-nots)—

We have not forgotten,
Tho long are the years
Since they fought for their country
And paid life's arrears.
And to-day I have come
O'er the green sod to strew
Forget-me-nots tender
Made of heaven's own blue.

The Catholic School Journal

Ninth Girl (with laurel wreath)—

I bring a wreath of laurel leaves,
For surely they have honor won
Who fought so bravely for our land,
Nor faltered till the task was done.
A fitting symbol of renown
For soldiers brave—a laurel crown.

Song—(Air, "All Thru the Night")

Slumber soundly 'neath the flowers,
Sweet be thy rest.
Over now thy bitter hours,
Sweet be thy rest.
Thru the winter's cold and snowing,
When the warm spring breeze is blowing,
Never storm nor sunshine knowing,
Sweet be thy rest.

Sleep the sleep that knows no dreaming,
Sweet be thy rest.
While the summer stars are gleaming
Sweet be thy rest.
Sleep. Thy fame shall be immortal,
Covered o'er with laurels vernal,
Till shall break the morn eternal,
Sweet be thy rest.

CHOOSING THE HEROES

Willis N. Bugbee

An exercise for seven boys and any number of girls.
Boys may carry "histories" in hand from which they appear to study, or, if preferred, they may carry "guns" or flags. The girls are dressed in white and carry baskets, bouquets and wreaths of flowers.

(Enter boys.)

All—

If the war 'twixt the North and the South should be fought

In the very self-same way,
And we were to be the soldier boys—
The boys of the blue and the gray,
And we could choose which heroes we'd be,
No time we'd need to lose,
There are plenty of names in our history books
From which we all might choose.

First Boy—

I'm sure that I'd choose General Grant,
So dreaded by the foe;
He thought and planned and did great deeds
But seldom talked, you know.
At Vicksburg and Fort Donelson,
At Chattanooga, too,
At Shiloh and Appomattox, both,
He showed what he could do.

Second Boy—

And for my hero, I would choose
The noble General Lee,
For everyone from the North and South
Admired his gallantry.

Altho his armies could not win,
He did what he thought best,
And if all of us would do the same,
Why—God will do the rest.

Third Boy—

I think I'd choose Phil Sheridan,
Who won his spurs one day
By riding down to Winchester,
Some twenty miles away,
And rallied his retreating troops—
Yes, faced them right about—
And made them fight so hard and well
They put the foe to rout.

Fourth Boy—

Brave "Stonewall" Jackson I would choose
For my hero if I could.
In battle brave as brave could be—
In private life as good;
And that's the man I'd like to be.

So brave and good and strong
To fight against my country's foes,
And battle with the wrong.

Fifth Boy—

And there was Sherman—I'd choose him
To be my hero great;
He did as much as anyone
To save this "ship of state."
We sing about his famous march
From "Atlanta to the Sea,"
Then let us all "hurrah" once more
For the "flag that makes us free."

Sixth Boy—

You've heard of Pickett at Gettysburg,
Who made the famous charge
And placed his name on the scroll of fame
In letters bold and large?
Well, that's the kind of a hero-man
That I should like to be,
Who's not afraid to do and dare,
Tho danger he may see.

Seventh Boy—

I know of one as brave and true
Who never went to the front,
Who never fired a shot—not one,
Nor did a soldier's stunt.
'Twas Lincoln stood at the Nation's helm
To guide us safely thru;

And that I think was as brave a task
As the soldiers had to do.

All—

And so if heroes we would choose
From among the blue and gray,
That we might try the self-same deeds
In the very self-same way,
We do not think 'twould take us long—
No time we'd need to lose—

There are plenty of names as you may see
From which we'd have to choose.
(Enter girls.)

Girls (stepping to front)—

And we would cheer the soldier boys
In every way we could;
We'd bind their wounded limbs for them,
And staunch the flow of blood,
And thus, you see, brave deeds we'd do
That call for greatest nerve;
Tho we might never fire a gun,
Our country we would serve.

All—

But what's the use of talking thus;
Those deeds are past and done;
The North and South are now at peace;
The blue and gray are one;

And so today these flowers we strew

Above our hero dead

In honor of the glories won,

And for the blood they shed.

(All form in semi-circle and recite or sing "Cover Them Over.")

"Cover them over with beautiful flowers,
Deck them with garlands, those brothers of ours,
Lying so silently night and by day,
Sleeping the years of their manhood away.
Give them the meed they have won in the past;
Give them the honors their future forecast,
Give them the chaplets they won in the strife;
Give them the laurels they lost with their life.

Chorus—

"Cover them over, yes, cover them over,
Parent and husband, brother and lover;
Crown in your hearts those dead heroes of ours,
Cover them over with beautiful flowers."

(Will Carleton.)

Note—The tune to above song may be found in "War Songs—Mixed Voices." 50 cents. Published by Oliver Ditson Co., Boston. Book rights reserved by the author.)

(Continued from Page 67.)

is, of setting words to the chant. Here the teacher should explain the correct pronunciation of the Latin, and a clear statement of the Italian rules will soon give a proper understanding of this point. By a little careful selection, a list of most used words can be found, giving the various rules of pronunciation which, after all, are very few. A as in far, E as in obey, E as in check, I as in police, I as in it, O as in note, O as in obey, U as in rule. Still pursuing the course of work, hymns (plain-chant of course) could be taken with one note to a syllable. "Creator alme siderum," "Te lucis ante terminum" and "Salve Mater misericordiae" are good examples for this stage. Then on in progressive order, two notes to a syllable, three notes to a syllable and so on. The next step would be to teach the use of the flat and thus proceed onwards to the more difficult selections of the Kyriale, Graduale or Vesperale.

CHANTING THE PSALMS.

One of the greatest difficulties of the choirmaster is the securing of a proper method of chanting the Psalms. Here again the school work can be of inestimable value. Of course there are many methods of chanting, or pointing the Psalter, but some method must be used in which the Psalms are properly arranged to the different tones. In teaching the chanting of the Psalms the teacher should first read the Psalm through word by word, the class immediately repeating each word, taking care that all pronounce the word together, thus;

Dixit, Dominus, Domino meo.

Dixit, Dominus, Domino meo.

After this the teacher should read two or three words at a time, thus; Dixit, Dominus, Domino meo. The whole Psalm should then be sung upon one sound (say) for instance G or A softly. After this it may be sung to one of the easier tones (say) the VIIIth or the VIth, taking care that all the words are pronounced correctly, distinctly and slowly. In addition to the Psalms other music to be taught in the schools should include the Asperges and Vidi Aquam, the Responses for High Mass, one set of Vespers (it is suggested that this should be the Vespers of the Holy Name of Jesus or the Common of the B. V. M.) these may be used every Sunday with the Antiphons and Hymns until the proper Vespers according to the Ordo could be learned. Other music should include the four Antiphons of Our Lady, some settings of "O Salutaris Hostia" and "Tantum Ergo" and the Requiem Mass. In teaching all this music it is just as easy—if sight-reading has been taught—to sing in plain chant notation from the four line staff. The music used should be the Vatican Edition. The great point to attain is the study of the various settings of the Ordinary of the Mass as are provided in the Kyriale. Until such time as all the Masses can be learned, it is better to grade them, which can be done in the following suggested order:

Kyrie, XII, XI, VIII, IV, VI.

Gloria, XV, X, VIII, IV, I, II.

Credo, I, III, IV.

Sanctus XVIII, XIII, VIII, IX, XVII, IV.

Agnus Dei XVIII, IV, XVII, IX.

While it is, of course, proper that the whole Mass should be sung according to the rite of the Feast, this rule may be relaxed in the letter, if the spirit is observed by learning them as quickly as possible. When the High School course is reached, then the Proper of the Mass could be studied from the Graduale; the children would have received by that time sufficient plain chant education to be able to appreciate these more difficult compositions. It is not suggested that modern music should be ignored in the scheme of work. Music, like all other arts, has advanced, and we must have modern music in our churches. We cannot exclude everything in music that has been composed in the last 350 years. Select the best Sacred Music, suitable to the grade of the pupil, and let it be studied in due proportion. When a good knowledge of music for ordinary occasions has been acquired, attention should be given to the Offices for special times, such as Holy Week. In many churches in this country maimed rites are the rule at such times, because of the neglect of choral training in the parochial schools. The procession of Palm Sunday, much of the Improperia on Good Friday, the beautiful ceremonies of Holy Saturday are not impossible with a sight-singing school trained on the proper lines. Even the Tenebrae can be included in the scheme of work. Father Herbert Thurston, S. J., in his splendid work on "Lent and Holy Week" tells us that

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"in the Sistine Chapel the Papal Choir have made it a practice since the time of Sixtus V to sing the Second and Third of the Lamentations in the traditional plain-song without harmony, generally by a treble voice, or by two trebles singing in unison with such perfection of intonation and phrasing that visitors invariably believe them to be but one." The above quotation shows that the singing of the Lamentations—one of the distinctive features of the Office—is possible and practicable with juvenile voices.

HYMN SINGING.

Another important point in this preparation for the Church Music of the future is the necessity of learning a large selection of good hymns. Every school should have a good hymnal, suitable for unison or four-part singing. The same book should be in use in all our Catholic schools. Whatever book be used, we should endeavor to get rid of those trivial 6-8 and 9-8 melodies, which approximate so nearly in their style to the type of Gospel songs so much used in the denominational churches. Let us strive to introduce hymns of a more stately, dignified character. One of the chief successes of the Episcopalian, both in England and in this country, has been the splendid musical value of the hymn books which they have put forth. Take for instance, "The English Hymnal," a really wonderful book. We want more hymn-singing in our churches; there should be congregational hymn-singing at all largely attended low Masses. It is the custom in Europe, and we might do worse than adopt it here. In the meantime until a satisfactory book has been adopted in all our schools, I would suggest some such selection of hymns as the following, the greater number of which can be found in all the better type of hymn books: Advent—"Creator alme siderum," "O come, O come Emmanuel"; Christmas—"Adeste Fideles" [in Latin and English], "See Amid the Winter's Snow"; Lent—"Stabat Mater" [in Latin and English], "O Come and Mourn With Me Awhile"; Easter—"Christ the Lord Is Risen Today," "Christ Is Risen From the Dead," "Alleluia, O Sons and Daughters of the Lord," "Alleluia, the Strife Is O'er, the Battle Done"; Blessed Sacrament—"Jesus My Lord, My God, My All," "O Salutaris Hostia" [in Latin and English], "Tantum Ergo" [in Latin and English]; Blessed Virgin—"Daily, Daily Sing to Mary," "Hail, Queen of Sacred Heart—"To Jesus' Heart All Burning," "To Christ the Prince of Peace," "I Dwell A Captive In This Heart"; General—"Holy God We Praise Thy Name."

LET THE BOYS HELP.

One other point in connection with this matter. Where it is the custom for the children of the parish schools to sing hymns at Low Mass, let the boys do their share, do not let the girls have the monopoly. Remember that the order of Pope Pius X inferred that the boys should have an opportunity of proving their worth. Let me conclude with yet another quotation from a pastoral of His Grace the Archbishop of New Orleans. Speaking on this subject, His Grace said, "It has been demonstrated by practical experiment that if a uniform method be adopted for all schools, and the study of music begin with the first school year, our children at the end of the primary grades—that is, at the age of ten or eleven years—will have their voices properly trained and will be able to read at sight all music of ordinary difficulty. A period of from 75 to 90 minutes a week will suffice to cover the program assigned, that is if the time be strictly devoted to the study of sight reading and voice-training and be not diverted to rehearsals for entertainments or to mere amusements. This has been proved by experience in the schools where this system has been tried and tested, the result being obtained not for a select number only, but for all our children. During the years of the grammar grades it is thus possible to master thoroughly, and even memorize, the entire repertoire of church music—the masses, vespers, psalms and hymns and furthermore, to study the best examples of modern and even secular music. In this way we will have prepared in a few years an unending supply of available material for our choirs. Nor is this all, for, as the children of today become the congregation of tomorrow, we will have provided not only choirs but that congregational singing so much desired by our (late) Holy Father. This new generation of church musicians will provide, furthermore, from among its more talented members the future teachers, choirmasters, organists, etc., who will have acquired

(Continued from Page 89.)



School Conference Punishment.

The problem of punishment implies an understanding of the instinctive impulses of children. For most of the misbehavior of children can be traced to the influence of three highly essential and important instincts.

These are first, self-assertion which takes various forms such as boastfulness, selfishness, greediness, jealousy, anger and even cruelty; second, curiosity, which lies at the root of all knowledge and is the most intellectual of all the instincts. But children often seek to know, to explore, to discover even at the risk of serious danger to themselves and at the risk of incurring the penalties of disobedience. Meddlesomeness, truancy, playing with dangerous and forbidden things, taking chances with tools, machinery, water, fire, and a host of other things are all expressions of this powerful instinct. The third instinct which often brings children into difficulty with adults is constructiveness—the impulse to make, to build, to fashion something new or in imitation of things about. Unfortunately this impulse if not directed often takes the form of destructiveness in the adult sense, though to the child there is no essential difference in putting things together, or in taking them apart. Both are aspects of the same impulse. So in most homes which have been built and furnished for adults solely, children often fare hardly when their constructive instinct begins to show itself. Then punishment begins to be a common and often, to the child, a mysterious dispensation and **mustn't** and **don't** become dreaded words in his vocabulary.

Since children are born into a world governed and regulated by adults, it is evident that sooner or later, they must learn to conform to some of the most obvious and necessary of adult requirements; and punishment of some kind or other is probably necessary in the case of every child to bring about this conformity."

Punishment to be effective must be constructive. It must be inflicted not to gratify an adult sense of reprisal, but wholly for the sake of the child, and with reference to his future welfare.

A Kind of Court of Last Resort.

Punishment is to be inflicted when positive methods of training fail, and its primary purpose is the inculcating of rights habits. It is, therefore, inflicted with seriousness but without danger.

The parent or teacher should seek to know the cause of the wrong-doing and if possible make such adjustments that incitements to such wrong-doing are diminished.

Punishment should never be inflicted as an end in itself but as a means, and should be wholly in the child's interest. The purpose of punishment is to ward off a greater evil by a less, and the test of its success is its effect upon the child.

Punishment must be as close in time as possible to the offense, so that the relation between the two is clearly seen.

Where possible the punishment should appear to the child as the natural result of his wrong-doing. The aim of punishment is to develop in the child self-control, to train his will, and to do this it must conform to his sense of justice. (The University of Wisconsin, University Extension Division.)

Literature.

Literature is a culture study, and must be treated generously as a great liberalizing and spiritualizing force in education. Its supreme mission in the school and the home is to enrich, refine and beautify life. Its highest form eludes us if we approach it as a task or for material gain.

The teacher should keep constantly in mind that the life-giving power of noble literature is what the young most need. All facts about an author and his works are of minor importance, and should only be used to lead to an appreciation of his choicest writings and his noblest traits of character.



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THE SHAKESPEARE CELEBRATION IN THE SCHOOLS Milwaukee Has First Shakespeare Pageant.

Milwaukee on Wednesday, April 26, staged the first municipal Shakespearean pageant in America in the city auditorium before 16,000 people at a matinee and evening performance with 900 actors participating in portrayals of nine of Shakespeare's plays. The whole production was practically pantomime, few scenes being given verbally.

Presented on Enlarged Stage.

For the festival's presentment the stage of Shakespeare's day was brought forward from the past, and a great apron thrown out, whereon the courts of the monarchs of his day, Queen Elizabeth on one hand; King James and Queen Anne on the other, held their stately place, and where all the movement of the pageant was enacted. As the orchestra played the overture from "The Merry Wives of Windsor," the curtains of the tableau stage were drawn, and the first picture disclosed to the waiting thousands who filled the auditorium—the tableau of the Muses paying homage to the bard, an exquisite picture, beautifully posed and colored, accompanied by the soft and entrancing music of Schumann's "Rev-

erie." Then the trumpeters entered with a flourish, the courts of Elizabeth and of James and Anne entered the wide, paved stage from the sides, in stately processional of royalty and prelates, courtiers and ladies-in-waiting, gorgeous lines of color and stateliness. The beefeaters took their places and the herald, who was Walton Pyre, pronounced the prologue from "Henry V." in stirring and well rounded tones, as fitting address to the waiting multitudes. The tableau curtains parted once more, showing Shakespeare the youth in the traditional but delightfully human episode of the stolen deer, with members of the Milwaukee Press club appearing in the picture.

Brilliant Lights on Reveling Fairies.

From this moment onward the pageantry proceeded dreamwise. From "The Midsummer Night's Dream" came a fairy revel, when the stage was filled with lovely, dancing fairy figures, moving to the music of Mendelssohn beneath a changing effervescent light that gave them eerie glamor—the airy offering of the Milwaukee schools of trades.

To these delicacies of fairyland succeeded the stateliness and color of Venice in her prime, when the prince of Morocco and his train, the prince of Aragon and his followers, the good Bassanio and his friends, all came wooing the fair Portia in the casket scene from "The Merchant of Venice."

The stage was filled with a marvel of color, and the scene was given in eloquent pantomime by the German-English academy and the National German-American Teachers' seminary. For richness of understanding humor and for deftness of presentation this was exceeded by no other group.

Showed How a Battle Looks.

Again the dream melted and another came—a vision of war, with France and England battling at Agincourt, beneath lights that shone on armored men and gleaming spears and shields as the tableaux melted one into another with the changing of the action. The scene, marvelously full of spirited action, giving intimately the sense of battling forces, was thus splendidly presented by Marquette university, directed by Rev. John Danhy, S. J.

A glimpse of "Shakespeare the man," in the days of the Mermaid tavern, given in tableaux by the University club, marked the second era in life and pageant, and was succeeded by scene after scene in swift succession, first the health scene in Macbeth, with the swirling, wailing witches, weird sisters all, shown in dim and stormy atmosphere by the Wisconsin Players and the Bay View high school the "As You Like It" pageant by the MacDowell club and the Riverside high school, as the gay-

hearted folk of the Forest of Arden, the club in joyous song, and Mrs. Louis Auer singing "Under the Greenwood Tree" as only she can sing it, and the forum scene from "Julius Caesar," given by Washington and West Division high schools, with Edgar Baume magnificent and moving as Marc Anthony.

Jewish Women in Fine Tableau.

The tableau of "Shakespeare, the Master," wonderfully posed by the Council of Jewish Women and one of the most artistic of the medallion pictures, marked the beginning of the final part of the pageant. The "Twelfth Night," revels were gay and glad, full of boisterous humor, as given by the South Division high school and the Lyric Glee club, the club singing lustily in old songs, and A. E. Rollins heard in "Oh, Mistress Mine."

The Pabst German Stock company with the North Division high school, presented the duel scene from Hamlet with great dignity and amplitude, and then the visions closed with the loveliest one of all, the enchanted isle of "The Tempest," presented by the Milwaukee Normal school, under the direction of Alexander Mueller, with music by Otti Meissner.

Unveil Statue of Shakespeare.

The movement of the several pageants to the stage, their grouping beneath the enhancing light, and the unveiling of the great golden statue of Shakespeare by the Arts and Graces, represented by the Marquette Woman's League, formed the apotheosis of magnificent color and acclaim, with the blare of trumpets and the roll of drums as a shout of triumph burst from the assembled hosts.



SOME FAMOUS SONGS OF OTHER DAYS.

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 Should auld acquaintance be forgot,
 And never brought to mind?
 Should auld acquaintance be forgot,
 And days of auld lang syne?
 Chorus.
 For auld lang syne, my dear,
 We'll tak' a cup o' kindness yet,
 For auld lang syne.

We twa ha'e ran aboot the braes,
 And pu'd the gowans fine,
 Sin' auld lang syne.
 We two ha'e sported i' the burn
 Frae mornin' sun till dine,
 But seas between us braid ha'e roar'd
 Sin' auld lang syne.
 And here's a hand, my trusted frien',
 And gie's a hand o' thine;
 We'll tak' a cup o' kindness yet,
 For auld lang syne.

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Continued from Page 86.

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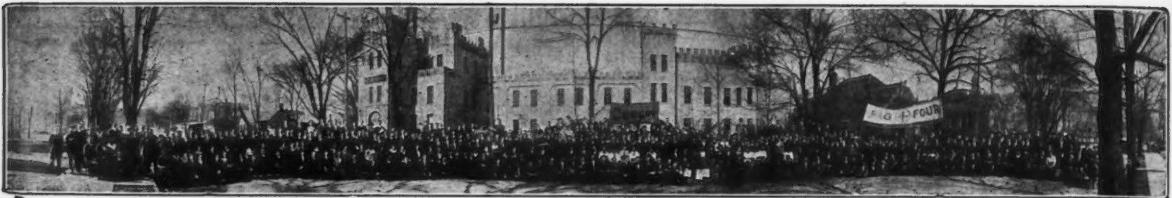
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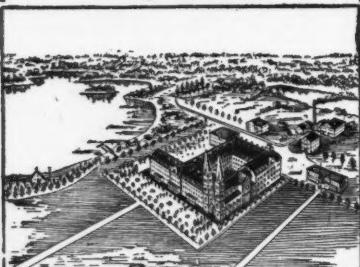
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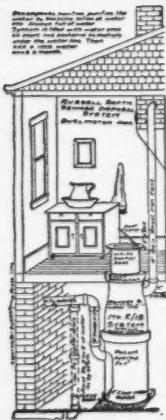
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Obituaries

R. I. P.

At Wilmington, Del., on April 3, died the Right Rev. Msgr. John A. Lyons, rector of the Cathedral and Vicar General of the diocese of Wilmington. Born in New York in 1842, and educated by the Jesuits at Montreal, he was ordained in 1870 at St. Peter's Church, Wilmington. A sole surviving sister is a Sister of Charity at Ossining, N. Y.

Sister Adelaide Murath, for almost fifty years a Sister of Charity, died last month at Mt. St. Joseph Mother House, Delhi, Ohio, where she had been an invalid for a number of years. She would have celebrated her golden jubilee as a nun in May.

Sister Mary Inez Rogers, of the Sisters of Mercy, Buffalo, N. Y., and for a number of years one of the most efficient and successful teachers of St. Mary's School, Niagara Falls, passed away recently in that city. Sister Mary Inez, known in the world as Miss Julia Agnes Rogers, was the daughter of Matthew and Helen Rogers, pioneer Catholics of Monroe Co. A niece of the late Very Rev. James Rogers, M. R. F. V., of Buffalo, and a sister of Mother M. Angela, Mother Superior of Holy Cross Convent, Charlotte, N. Y.

The Congregation of the Brothers of Charity lost in the death of the Rev. Bro. Nazarius, one of its most valuable members. He passed away April 10, at Montreal. He was successively Superior of the Academy of the Sacred Heart at Sorel, P. Q., and of St. Frederick's College, Drummondville, P. Q. He came to America in 1903, from Belgium. He was loved by all who knew him.

Wilfred Philip Ward, author and editor of the Dublin Review, died on Sunday, April 9, at his home in Hampstead in the sixtieth year of his age.

Wilfred Ward, son of the late Dr. William George Ward, was born at Old Hall, Herts, England, in 1856. He made a distinguished course at St. Edmund's and Ushaw and at the Gregorian University in Rome. In 1890 he was appointed lecturer in philosophy at Ushaw. In 1906 he became editor of the Dublin Review, made famous by his father before him. He is the author of biographies of his father, of Aubrey de Vere, of Cardinals Newman and Wiseman, and published four volumes on questions and personalities of the day.

Sister Imelda Teresa, O.S.D., formerly Miss Susie Swift, and prior to her conversion in 1897, a high officer in the Salvation Army, passed away on Wednesday night, April 19, at Sinsinawa, Wis., where she had been stationed for the last three or four years, at the Academy of the Dominican Sisters.

Her experience as a social worker before her conversion, she having been one of the pioneers of work among the waifs of London, made her a valuable addition to the Sisterhood.

She served for some years as director of the Dominican College of Our Lady Help of Christians, Havana, Cuba, and later was associated with convents in Newport, R. I., and in Albany, N. Y. Sister Imelda was about fifty-three years old. May she rest in peace.

Maurice J. Quille, father of the Rev. C. J. Quille of the Working Boys Home, Chicago, the Rev. A. G. Quille of Evanston, Sisters M. Aquino, M. Lacide and M. Geneveffa of the Order of St. Dominic, Dr. M. J., Edward J. and Stella F. Quille, died recently at his residence, 4946 West Jackson boulevard. He had been a resident of Chicago since 1853.

At the Convent of the Holy Name of Jesus, New Orleans, La., there recently passed away a noted Catholic woman, Mrs. Agnes Boone Otis, about whose name many historic memories are entwined. She was a great-granddaughter of the famous American explorer Daniel Boone, and wife of the civil war hero and successor to General Custer in the frontier fighting of the Indian wars, Colonel Eleazer Otis. She is survived by five children, one of whom, the Rev. A. E. Otis, S. J., is President of Loyola University, New Orleans.

After an illness of a week and a half, Mr. G. Henry Grimmelmann, father of Rev. Henry Grimmelmann, of the Cincinnati Archdiocese, died at his residence. Through his many years of charitable work he became well known to the Catholics of this city, and was admired for his piety and sincerity. He gave three daughters to religion: Sisters M. Cecilia and M. Teresa, of the Sisters of Charity; and Sister M. Celesta, of the Sisters of the Precious Blood, Maria Stein, Ohio. A son, Aloysius, is a student of Mt. St. Mary Seminary, where he is making his studies for the priesthood. Besides these, one son, Joseph; and a daughter, Henrietta, survive him.

Passion Sunday, April 9, 6:30 a. m., marked the close of the gentle and useful career of Ven. Sister M. Clodesinda, Superviress of St. Mary's Hospital at Trenton, Ill.

A glowing tribute was paid to the dignity and sublimity of the spirit of complete consecration of life to the service of God and humanity as exemplified in the life of Sister M. Clodesinda.

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LIFE'S SWEETEST.

Sad is our youth, for it is ever going,
Crumbling away beneath our very feet;
Sad is our life, for onward it is flowing
In current unperceived, because so fleet;
Sad are our hopes, for they were sweet
In sowing;
But tares, self-sown, have overtaken
the wheat;
Sad are our joys, for they were sweet
In blowing;
And still, O still, their dying breath is
sweet;
And sweet is youth, although it hath
bereft us
Of that which made our childhood
sweeter still;
And sweet our life's decline, for it hath
left us
A nearer Good to cure an older Ill:
And sweet are all things, when we
learn to prize them
Not for their sake, but His who grants
them or denies them!

—Aubrey Thomas De Vere.

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GENERAL NEWS NOTES.

Mother James, assistant to the late Mother Bonaventura, who died in December, has been chosen Mother General of the Sisters of St. Joseph, with headquarters at Philadelphia. She has been a member of the order for thirty years. She is a native of Maryland and was known in the world as Mary Rogers. She has under her charge nearly 1,000 Sisters and about 350 Novices.

Trinity College opened in 1900 with 22 students, and four years later, in 1904, it gave degrees to a class of 16, its first graduates. Its steady growth since then (it numbered 190 students in 1915), shows that its founders were not mistaken in forecasting the need of such an institution.

The Kenrick Theological Seminary, St. Louis, was solemnly dedicated by the Apostolic Delegate, Archbishop Bonzano, on April 27. It was a memorable occasion in the history of the St. Louis Archdiocese, and will serve to bring before the Catholic public what the generous and self-sacrificing laity and clergy of the Diocese have accomplished for the cause of sacerdotal education under the inspiration guidance and support of Archbishop Glennon.

The new \$100,000 school of Sacred Heart parish in Dubuque, Ia., was dedicated with impressive ceremonies last Sunday. Archbishop Keane, of Dubuque, delivered the principal address. There were addresses by several other prominent personables, some of them from out of the city.

"Marillac," the new mother-house and seminary of the Sisters of Charity of St. Vincent de Paul, at Normandy Park, St. Louis, erected at a cost of \$400,000 is completed and will soon be dedicated.

The Hotel Perry in Seattle, a seven-story building with more than 200 rooms, has been purchased by the Missionary Sisters of the Sacred Heart. Mother General Cabrini is in Seattle. The hotel is appraised at \$400,000.

A unique and noteworthy idea of Rev. J. A. McCarthy, assistant pastor of the Immaculate Conception Cathedral, Fort Wayne, Ind., was put into effect on the completion of the handsome new Cathedral Boys' school. His project was that individuals or families furnish the various rooms in the school as memorials to their deceased relatives, appropriate tablets to be placed in the rooms so furnished and the benefactors and their departed ones to be remembered daily in the prayers of the pupils. The suggestion was favorably received and the rooms have been equipped by members of the parish.

Nineteen Enter Sisterhood.

Nineteen young women made their solemn professions and were invested with the black veil of the Sisters of Charity, Sunday morning at the chapel at Mount Carmel, the Sisters' home in Dubuque. Nineteen postulants made their simple profession and were given the white veil.

The Catholic Foreign Mission Seminary of America has secured a large tract of land, more than 120 acres, known as the Courtright Farm, in Clark's Green, Pa., about five miles west of Scranton.

It will be used by the Seminary at Maryknoll for its first preparatory College and will be known as the Venard Apostolic School, being named after the young French martyr, Blessed Theophane Venard.

The fire which recently devasted a large portion of East Nashville, Tenn., destroyed St. Columba's Church, rectory and parish hall, the convent and school of the Dominican Sisters.

Mother Mary Agatha of the Community of the Sisters of St. Joseph in Buffalo, observed last week the fiftieth anniversary of her consecration to the religious life.

Nearly \$68,000 for the Catholic boys' orphanage of Minneapolis—is this the result of the whirlwind campaign recently conducted for that institution.

On April 4, fifty nuns, driven from Mexico by Carranza, arrived at New York on the Spanish steamer Manuel Calvo from Vera Cruz. They were on their way to Spain.

Golden Jubilee.

Having reached the fiftieth milestone in life as a member of the Order of Friars Minor, Rev. Clemens Steinkamp, O. F. M., of Lafayette, was the central figure in a notable golden jubilee celebration at St. Elizabeth hospital, Thursday, April 6.

Scholasticate Completed.

St. Michael's Scholasticate on Mount St. Michael, the slightly height overlooking Spokane, Wash., from the north is now practically completed and its corps of Jesuit teachers and students expect to be installed soon.

Unique Retreat.

A retreat for Catholic physicians, dentists and pharmacists and students preparing for these professions, will be held in the Philadelphia Cathedral chapel from Thursday, April 6, to Sunday, April 9, inclusive, under the auspices of the Guild of SS. Luke, Cosmas and Damian. It will be conducted by Rev. Walter Drum, S. J., of Woodstock College.

Mass of Thanksgiving.

A Mass of thanksgiving for the success of the Marquette University \$500,000 campaign was sung in the Gesu Wednesday morning.

School Damaged by Fire.

The Sacred Heart (Polish) school, West Genesee street and Lakeview avenue, Syracuse, N. Y., was damaged to the extent of more than \$5,000 by a fire which was discovered shortly before 6 o'clock Saturday morning.

Mgr. Thomas S. Lee of St. Matthew's Church, Washington, D. C., will celebrate on May 2 the golden jubilee of his ordination.

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let not the several qualities
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—Marcus Aurelius.

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SHAKESPEARE IN SCHOOLS

Nearly 2,000 schools, in different parts of the United States, representing half as many separate communities, have arranged for a pageant or dramatic performance in commemoration of the three hundredth anniversary of Shakespeare's death, according to figures compiled by the Bureau of Education of the Department of the Interior. Although the actual anniversary occurs in April, celebrations are to be held throughout the year. Many elementary and secondary schools will devote their entire commencement programme this year to a Shakespeare pageant or play; and a number of the summer schools will take advantage of the opportunity to give outdoor performances of plays by Shakespeare or about him.

In order to assist schools and colleges in planning celebrations, the federal Bureau of Education, in co-operation with the Drama League of America, has issued a bulletin giving practical suggestions as to kinds of celebrations, type performances, lists of dances, and designs for simple costuming for Shakespearian plays. The bureau has distributed copies of this bulletin to all city school superintendents, to principals of public and private secondary schools.

1916 N. E. A. CONVENTION.

The National Education Association is expected to bring to New York City close to 50,000 persons directly interested in the gathering; and in honor of the great body's first visit to New York the plans of entertainment, in appointments, facilities and comfort, have been cast on a scale never attempted by any other city where the association has convened.

Madison Square Garden, where the convention will meet July 3-8, is a big place, but in order to find room for 16,000 delegates, without crowding every foot of space was required. Next came the question of acoustics, to spread one voice distinctly over all the acres of seats. The speakers at the meetings of the National Education Association are of such prominence that the delegates desire to hear every word. At the head of the list of speakers this year are President Wilson and ex-President Taft.

A sounding board of special design and measurements was devised to solve this problem.

Comfortable rooms for the 50,000 visitors here was another problem.

The committee has listed hotel quarters for 50,000 visitors, at an average rate of less than \$2.50 per day for room with bath. Sixty-seven hotels are included in the list.

The delegates and visitors will spend in New York, it is estimated, \$1,500,000, but this by no means represents the great value of having the convention here. To make a clear impression of New York on visitors, as the commercial, educational, and literary, as well as amusement, centre of the United States, it was recognized by the committee, would be of the utmost value to this city in the future. For this purpose a book of 250 pages about New York will be published.

In addition to the main meeting there will be eighteen sectional meetings of the association. The committee has completed arrangements for all these. Two will meet in concert halls at the Garden, one at Washington Irving High School and the others will be divided among the Hotel Astor, the Waldorf-Astoria, and the Hotel McAlpin. These hotels will be the headquarters for the association. A commercial school exhibit will be held in the basement of the Garden which, it is now assured, will cover more space than any similar displays at previous conventions.

Barnhart Brothers & Spindler, Chicago Type Founders with their characteristic enterprise have just issued some timely cuts. They are entirely new serious and comic illustrations of America's two great sports and pastimes, golf and baseball. They illustrate every feature, attitude and implement of the games and will be valuable in writeups of contests of the coming six months.

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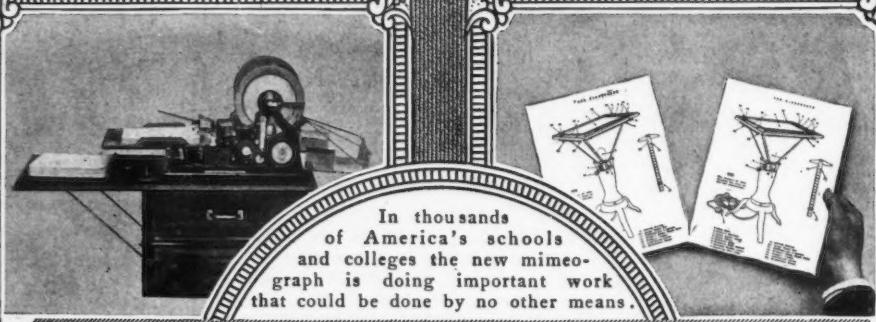
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HUMOR OF THE SCHOOL ROOM.

The Intention.

An Irishman was showing a non-Catholic friend from the country the sights of New York, and he took him to solemn services in the great St. Patrick Cathedral. On leaving the stately edifice, Mike addressed his companion:

"Well, Ed, what do you think of it?"
"It beats the devil," replied the other.
"That's the intention," said Mike.

A Cheerful Giver.

The father of a St. Louis lad had given him a ten-cent piece and a quarter, telling him that he might put one or the other on the church contribution plate. At dinner the father asked the boy which coin he had given. "Well, father," responded the lad, "at first it seemed to me that I ought to put the quarter on the plate; but just in time I remembered the saying, 'The Lord loveth a cheerful giver,' and I knew I could give the ten-cent piece a great deal more cheerfully. So I put that in."

How Could She Tell.

The telephone rang and the new polish maid answered it.

"Hello!" came from the receiver.

"Hello!" answered the girl, flushed with the pride of a new language.

"Who is this?" again came the voice.

"I don't know who it is," said the girl. "I can't see you."

Diplomacy.

During a Catholic convention O'Donovan got a job as a taxi driver. One day at the hotel he got a party of four that wanted to go to four different churches immediately. One wanted to go to St. Joseph's, another to St. Paul's, another to St. Peter's, and the other to St. Mary's. O'Donovan drove them to All Saints' Church.

A Lost Lamb.

William Dean Howells, at a dinner in Boston, said of modern American letters:

"The average popular novel shows on the novelist's part an ignorance of his trade which reminds me of a New England clerk."

"In a New England village I entered the main street department store one afternoon and said to the clerk at the book counter,

"Let me have, please, the letters of Charles Lamb."

"Postoffice right across the street, Mr. Lamb," said the clerk, with a naive, brisk smile."

Healthy Profession.

Journalism is evidently a healthy profession, says Dr. Buckley, whatever be the fate of those connected with it. A venerable New England woman has recently stated that she sees very day in the newspapers the same men writing who used to write when she was a little girl. I see "Veritas," and "Pro Bono Publico," and "Observer," and "Lover of Truth," and they are at it now, and it does my soul good to read them.

Keeping Up.

Philip C. Hanna, former United States Consul at Monterey, Mexico, touching, in the course of a speech on the advantages of keeping abreast of the times, illustrated his point by reference to a traveling salesman who found himself in a village hotel dining-room when a heavy downpour of rain set in.

"Goodness!" he said, addressing the waitress. "It looks like the Flood."

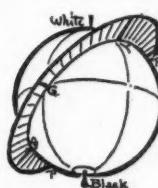
"Like what?" the girl inquired.

"Like the Flood. You have read of the Flood, and how the ark landed on Mount Ararat, haven't you?"

"No sir," answered the waitress. "I haven't seen a newspaper for three days."

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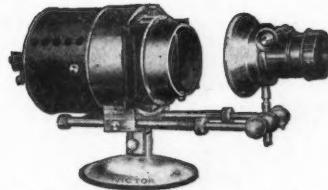
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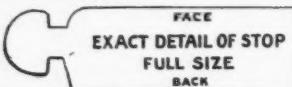
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By Francis M. Walters, A. M., State Normal School, Warrensburg, Missouri. Cloth; illustrated; 476 pages. \$1.50. D. C. Heath & Co., Boston, New York, Chicago.

This contribution to textbooks on hygiene emphasizes corrective work. It advocates the conservation of health resources as the bases of efficiency, happiness, racial vigor and longevity. Health control, from the author's viewpoint, presents a negative and a positive phase—negative in so far as the causes of bodily disease and weakness are to be avoided, positive to the extent that weak parts are to be built up, body processes improved, and the natural defenses strengthened.

"Being Well Born." By Michael F. Gruger, Ph. D., Professor of Zoology, The University of Wisconsin. Cloth; illustrated; 374 pages. \$1.00 Net. Bobbs-Merrill Company, Indianapolis.

A practical as well as a theoretical treatise is this valuable addition to the Childhood and Youth Series. It is written for the purpose of helping parents, teachers, social workers, and legislators determine to what extent physical and mental traits are due to inheritance rather than to environment or training. That recognition of natural aptitudes in the child is essential in applying the stimuli necessary to develop potentialities for good as well as to suppress propensities for evil, is now realized by educators.

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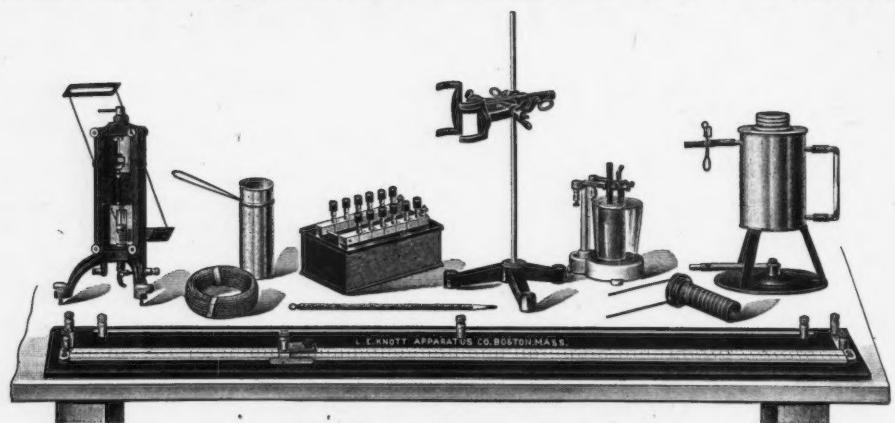
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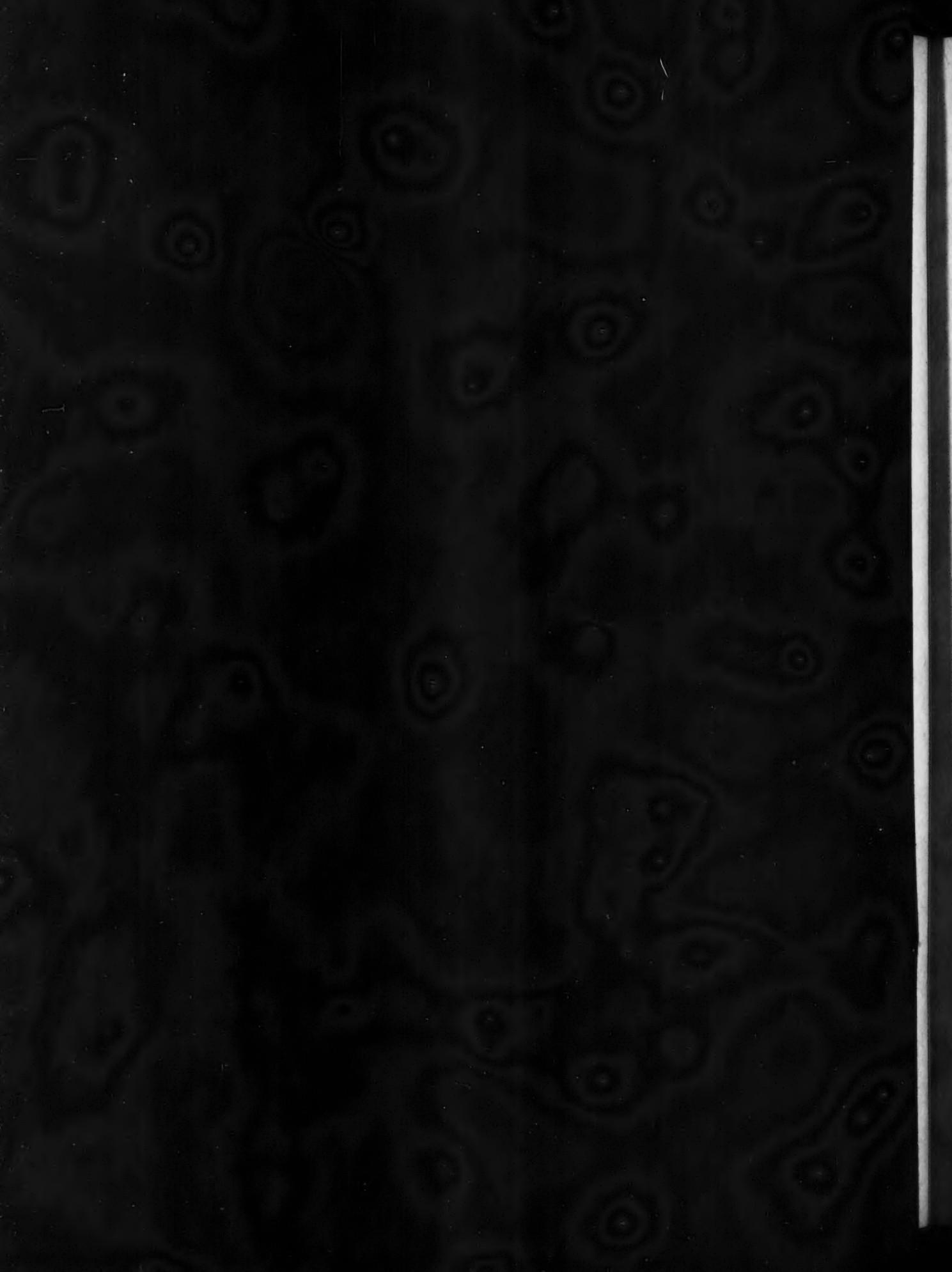
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